

Grade
School

MANUAL

for the

INDIAN SCHOOL SERVICE

Approved by
THE SECRETARY OF THE INTERIOR
July 1, 1941

DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS

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An extra copy of this manual shall be kept in the office of each school, including day schools, and shall be available at all reasonable times for use by any interested person.

It is expected that all Indian school service personnel will be familiar with its provisions.

MANUAL
for
THE INDIAN SCHOOL SERVICE

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THE SECRETARY OF THE INTERIOR
July 1, 1941



DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS
EDUCATION DIVISION



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INTRODUCTION

Any agency, the activities of which are as far-flung as those of the Indian Service, eventually builds up a body of experience which can serve as a guide to the future. Some of our practice is expressed in legislation. A compilation of Indian law affecting the Education Division and all other branches of Indian life and rights was completed in 1940 by Mr. Felix Cohen of the Solicitor's Office, Department of the Interior. Other regulatory acts are incorporated in the Code of Federal Regulations (compiled by Samuel Flickinger) and appearing in print under Title 25 Indians, published in 1940. But both of these touch only lightly on some phases of the educational program and touch little, if at all, on the wide field of policy. Therefore, this manual for the Indian school service has been prepared. It discusses in large part the policy underlying various approved procedures. In many cases paragraphs have been elaborated to explain how desirable activities may be accomplished, as well as why.

Throughout its preparation our minds have been not alone on the administrator, but have included instructors and custodial employees, all of whom we believe are entitled to know the objectives of the program of which they are a part. The finished document is being sent to each employee. However, the purpose of this wide distribution is to attach a copy of the manual to each position in the service, rather than to each individual. The recipient is therefore requested to enter in the appropriate blank provided on the cover the name of the position which he occupies and in case of his personal transfer, to arrange to leave the copy of the manual where it will be found by his immediate successor. Superintendents and school principals will naturally leave their copies in their official offices, available for general use. Classroom teachers should have their copies at their classroom desk, vocational teachers in their shop offices, matrons and similar employees in the official space reserved for their activities. We have had a hole punched through the upper lefthand corner so that if in some cases it is more convenient to hang the book by a cord, which will prevent it from being misplaced, that can be done.

The wide margins have been provided to enable a record to be made of interpretations, modifications, or amendments to the manual and occasional blank pages have been scattered through the book on which it will be possible to paste circular letters or other announcements of changes in the manual. Every effort has been made to provide a complete and helpful index. Suggestions for the improvement of later editions of the manual will be welcome and if the meaning of any of the sections is not clearly evident, an interpretation may be requested.

The manual in its present form is the result of the work of the administrative staff of the Education Division, among whom Miss Georgie Collins has made the greatest contribution. Her 35 years of continuing experience with the problems touched on in the manual has proved invaluable in our present effort to make it of practical utility.

WILLARD W. BEATTY

Director of Education

MANUAL FOR THE INDIAN SCHOOL SERVICE

(All previous directions concerning these matters are hereby superseded.)

INTRODUCTION

1. Administration of the Indian School Service is vested in the Commissioner of Indian Affairs, subject to the direction of the Secretary of the Interior.

2. United States Flag. There shall be a flagstaff at each school, and in suitable weather the flag of the United States shall be raised each morning and taken down at sunset.

TYPES OF SCHOOLS

3. Public Schools. It shall be the aim of the Indian Service to see that every Indian child of school age receives adequate educational opportunities. In checkerboarded areas where Indian and White families are living side by side and public schools are available, it is usually desirable that Indian children attend these public schools. Funds are available to pay tuition for children having one-fourth or more Indian blood in accordance with the provisions of the regulations covering payment of public school tuition. (See sec. 89.)

4. Indian Day Schools. In other areas where much of the land is in Indian ownership or held by the Federal Government in trust for Indians, Federal Indian day schools are operated for children of one-fourth or more Indian blood. The law provides for the admission of White children, children of employees, and others, to these schools upon payment of tuition as provided in secs. 77 and 78.

5. Reservation High Schools. On the larger reservations Federal vocational high schools are operated on a day basis where it is possible to transport the children by bus to these centers, and on a boarding basis where the extent

of the reservation makes such transportation impracticable.

6. Boarding Schools. For dependent Indian children who cannot be placed under boarding home care, a few reservation and nonreservation boarding schools of elementary and junior high school grade are still maintained. Non-reservation boarding vocational high schools are also operated for these children and for children from areas with no adequate or suitable program of public vocational education.

DUTIES OF SUPERINTENDENTS AND OTHER ADMINISTRATIVE AND SUPERVISORY OFFICIALS

7. The Agency Superintendent is in administrative charge of all regular activities of his jurisdiction, including education. (See sec. 17 for relations with State or Regional Education Superintendents.)

8. Delegation of Authority. For effective administration as much authority as possible should be delegated to responsible representatives of the several divisions on the reservation.

9. Reservation Principal. In general, a competent and qualified reservation principal will be assigned to the Superintendent's staff who shall be held responsible for the administrative direction of the educational program and planning of the educational budget. The principal shall be kept informed of the amount of money available each year for educational purposes and shall be held responsible for setting up necessary encumbrances for the operation of the schools. He shall further be responsible for coordinating the work of the Education Division with that of other divisions in carrying out the reservation program.

10. School Principal. The reservation principal or chief educational representative on the reservation shall in turn delegate to individual school principals responsibility for planning the educational work and for directing the personnel of their schools.

11. Duties of Principal. School superintendents, principals, and other education administrative officers are responsible for the maintenance and operation of the physical

plant under their jurisdiction, for the morale and effectiveness of the personnel, for the care and guidance of children, and for the quality of instruction offered by the teachers and others under their supervision. It is, therefore, assumed that, while delegating much of the administrative detail to competent subordinates, they will be actively familiar from personal observation with physical conditions, personnel relationships, and teaching procedures in the educational units under their jurisdiction.

12. Cooperation. It is assumed that members of the educational personnel are sympathetically cooperative with the program of the reservation superintendent and differences of opinion should be made a matter of private and courteous consideration. Where necessary, such differences may be appealed to the Indian Office for decision.

13. Advisory and Supervisory Service. Two forms of advisory and supervisory service to field units are furnished by the Education Division: (a) Supervisors of Indian Education attached to the Indian Office, and (b) Regional Superintendents of Indian Education and Supervisors of Instruction, who have been appointed to areas corresponding closely to the regions established by Order 481.

14. Nonreservation Schools shall be in charge of a Superintendent or Principal who shall when required serve as bonded disbursing officer.

15. Supervisors of Indian Education with national or local headquarters, while frequently selected because of special qualifications in a given field, are expected, in carrying on their supervision, to exercise concern with regard to all educational work in Indian schools. Visits upon the part of such supervisors will be made at the request of, or with the approval of, reservation superintendents and regional education superintendents. Because of their qualifications and experience, they should be in a position to offer helpful suggestions to teachers and superintendents but they possess no authority to issue instructions. Individual and group conferences during the course of their visits should result in practicable recommendations on school matters which should be reported to the reservation superintendent and through him to the Indian Office. Copies of such recommendations should be furnished to the interested regional education superintendent. Minor details upon which there is complete agreement

need not be the subject of official report. Where differences of opinion exist, both sides should be presented.

16. Associate or Assistant Supervisors of Instruction may be attached to the staff of the regional superintendents of Indian education and they shall furnish such advice, supervision, and guidance to the reservation school personnel as shall be requested by the reservation superintendents and principals.

17. Regional Superintendents of Indian Education shall maintain cooperation with public schools authorities, local and state, and participate in any activities which will further the interests of Indian education in public, parochial, and private schools. They shall initiate and direct studies concerning Indian education and make recommendations to the reservation superintendents and to the Indian Office regarding local policies. They shall review recommendations made to the Indian Office by agency superintendents or school principals which concern changes in educational policy or personnel. They shall plan with reservation authorities and nonreservation boarding school superintendents in the preparation of annual budgets and selection and transfer of personnel. They shall be available for advisory services at the request of these officials. They shall assist in the selection of Indians for scholarship loans and shall be responsible for continued contact with the beneficiaries of these loans, both while engaged in advanced study and until completion of reimbursement.

18. Department Heads. In the larger schools, the principal with the approval of the superintendents may designate qualified staff members as administrative assistants, heads or chairmen of divisions, departments or allied groups of faculty members and employees. Reservation principals shall confer with school principals, department heads, and other administrative assistants in determining the amounts of money to be allocated to their departments and shall hold these individuals responsible for maintaining expenditures within budgeted amounts and for conforming to existing regulations.

19. Education Field Workers. Field workers trained in education and in social work have been appointed in many jurisdictions to facilitate the enrollment of Indian children in local public schools, to be responsible for enrollments in

NOTES, INTERPRETATIONS, CIRCULARS, AMENDMENTS

NOTES, INTERPRETATIONS, CIRCULARS, AMENDMENTS

boarding schools and other institutions, to cooperate as may be deemed desirable by the reservation principal in public school relations and in the supervision of Federal day schools, to assist in dealing with socially handicapped or unadjusted individuals and families, to direct the distribution of relief and other welfare activities, and to cooperate with all public welfare agencies whose activities may be of benefit to Indians. These workers shall be responsible to the reservation principal, where such an officer exists, for carrying out their educational responsibilities as determined in conference with the reservation principal, the education field worker, and the agency superintendent.

20. Day School Personnel. Ordinarily day schools are staffed with a man and his wife in the positions of teacher and housekeeper. These employees are expected to make their cottage a practical demonstration to the Indians of a neat and attractive home in the midst of orderly surroundings. Well-kept dooryards and enclosures give an immediate favorable impression. A qualified Indian woman may be employed as day school housekeeper. She and her family may be furnished government quarters where these are available, or they may be required to find quarters in the Indian community.

21. Duties of Day School Teacher. A teacher assigned to a day school is in immediate control of the school and is responsible for its care and protection and is expected to look after the interests of the Indians in the vicinity.

22. Plan. The administrative personnel in education shall prepare each year a plan of activities in light of reservation needs which, when approved by the agency superintendent, shall become the educational program of the reservation. Copies of these plans should be forwarded to the area superintendent and the Indian Office.

23. Boys and Girls Advisers. It is important that every school provide specifically for the adjustment and guidance of its pupils. While each employee is expected to aid students individually with their problems, it is usually desirable to have one or two persons coordinating this work of adjustment and guidance in the boarding schools and larger day schools.

In general, the boys and girls advisers shall be designated to carry this responsibility, and in this work they

shall receive the close and continuing cooperation of the entire staff.

Their responsibility shall include: General supervision of recreational and home life of boarding school students; direction of the dormitories; personal counseling with individuals with regard to home or school problems, adjustment to fellow students and staff members, educational and vocational objectives, and personal behavior.

The general discipline and morale of the school are the responsibility of every staff member. Desirable reactions are the natural result of agreeable personal adjustments between pupils and staff members and generous opportunities for the pupils to satisfy their intellectual, social, and physical interests and needs. Boys and girls advisers shall have a special responsibility for counseling with both students and faculty in the attainment of these ends.

The employee in charge of an activity is responsible for organizing his work and maintaining the necessary discipline. Difficulties with pupils should be referred to the principal of the school who may, when the situation appears to justify such a step, refer the case for advice, counsel, and adjustment to one of the advisers or to a guidance committee or to the educational field worker.

24. Guidance Committee. It shall be the responsibility of the school to prepare the student for self support. This assumes the creation of a guidance committee which is under the chairmanship of one of the advisers or other competent person and is composed of interested personnel, especially vocational instructors for both boys and girls, education field workers, and one or more competent Indians familiar with home conditions of the students. It shall be the duty of this committee to study the capacities, abilities, and resources of the student, his background, family relationship, and the possibility of economic self sufficiency within the home community, and to use this information as a basis for his educational and vocational guidance. (See sec. 35.) Such committees shall also advise with regard to the granting of educational loans.

SCHOOL PROGRAM

25. Educational Responsibility. The Federal Government has obligated itself repeatedly in its treaties with Indian tribes to provide for the education of Indians so

NOTES, INTERPRETATIONS, CIRCULARS, AMENDMENTS



as to aid them in an adjustment to the dominant White culture, and (a more recently recognized privilege) to conserve the values of their own culture.

26. No Uniform Curriculum. There is no uniform curriculum for Indian schools, and Federal schools are not subject to state courses of study of the areas in which they are operated. Programs of instruction suited to the needs of each particular area should be developed by the personnel of that area in the light of the general principles set out in this manual—not dictated by college entrance requirements. However, Indian schools may be accredited by state departments of education, or other accrediting agencies, when the recognition is based upon a sympathetic attitude which permits the development of a legitimate educational program suited to the needs of the area.

27. Use of English and Native Languages. It is self-evident that the first step in any program of instruction must be to develop in the children the ability to speak, understand, and think in the English language. Every effort shall be made to provide activities and other forms of encouragement for children to use English in their daily association in the classroom and on the playgrounds. As language expression is essential to the development of thought, the use of native languages by Indian children may not be forbidden or discouraged.

Experimental teaching in the native languages of several of the larger Indian tribes is contemplated in the near future and textbooks and other material in the native language are being prepared to aid in this work.

The Indian Office desires to staff such experimental schools with teachers who are interested in the project, and if possible, who speak the native language. Requests for transfers to such stations would be appreciated.

28. Reading. Ability to speak and understand a language must precede any effort to read it, and therefore, emphasis on books will in many Indian schools be delayed for at least a year. It should be recognized that talking and reading will both be promoted when the subject matter is related to the immediate environment and experiences of the children. Early reading, therefore, should be developed by the teacher around contributions from the children, which are related to their daily experiences.

29. Home Life as Basis for Instruction. Care should be taken to select reading matter and textbooks covering various elementary subjects studied in which, so far as possible, the content bears some relationship to Indian life. In many Indian day schools, especially on reservations where the Indians still possess large areas of land, continuing emphasis should be placed upon the importance of land use as a basis for livelihood. To this end, school gardens, small livestock, and poultry, as may be appropriate, should form the basis of active projects by the children, and wherever possible, these projects should be expanded, through adult participation, to meet community needs. Instruction in health should be directly related to community sanitation, to sanitation of the home, and to the actual health needs of the individual. Instruction in home economics and homemaking should be related to the problems with which the children and their parents are actually confronted in their own homes. Care should be taken that such instruction deals with actualities and their gradual improvement, rather than with standards which are impossible of achievement in view of the economic resources of the people affected. Indian use of Indian land should be held up to students as a desirable goal, and every effort made to equip them for its realization.

30. Commercial Advertising. No free material provided by manufacturers of commercial products may be used in instructional classes unless it has received the approval of the Indian Office. No advertising may be carried in school papers nor may the schools accept gifts, such as stage curtains or properties, when their use would constitute advertising.

31. Teaching Materials. Teachers should plan units of work suited to the needs of their children, selecting suitable text material from several books, and omitting unsuitable problems, topics or chapters. It is desirable that classrooms and schools be equipped with a wide variety of reading matter such as books, textbooks, periodicals, pamphlets and newspapers which can make a direct contribution to needed learnings.

(a) Books and magazines at schools are to be available for all departments. Old copies of magazines may be cut up and used to illustrate materials prepared by the children.





(b) The publication by boarding and day schools of mimeographed periodicals containing the work of the students is to be encouraged. The main purpose of such publications and of those authorized to be printed in Indian Service print shops should be primarily to stimulate creative expression upon the part of the students and afford students the opportunity to write for their fellows and read what their associates have written. The editing of such publications should, therefore, be sponsored primarily as a student project in written English or social studies. There should be a minimum of adult contribution to such booklets and so far as possible the content should be original and not reprinted from other publications.

32. Teaching Aids. Effective teaching needs not only an abundant variety of good reading material, but up-to-date maps, globes and charts, well-selected phonograph records, pictures, stereoscopic materials and similar aids. A careful listing of such material will be found in the Indian Service booklist and the Annual Estimate Catalog. A reasonable sum out of each year's budget should be expended upon enrichment with such facilities.

33. School Libraries should be established in all junior or senior high schools, and library corners in the classrooms of smaller schools. Books should be catalogued according to the Dewey decimal system. Arrangements should be made for free circulation of reading matter among children, and in community schools, adult Indians should be encouraged to make use of the books and magazines. To facilitate the use of the library, arrangements should be made to keep it open and accessible after school hours, or in the evening one or more days a week. While it is important that care be exercised to prevent loss or injury to books, regulations should be reasonable and such as to encourage their use. Boarding schools should develop reading rooms in each dormitory, making available a supply of magazines, newspapers, and simple books. The Indian Service booklist should be consulted for titles deemed desirable for inclusion in school libraries, but additional books not included in this list may be purchased by the larger schools.

34. Subscription Books. Sets of books (either fiction or reference) and non-standard volumes sold by canvassers are not approved. Requests for reports on unlisted material

will receive attention from the Indian Office.

35. Vocational Training. In the upper grades training for both boys and girls shall be largely vocational in character. The aims of such training shall be the development of such knowledge, skills, work habits, and desirable attitudes as are necessary to enable the student to become self-sustaining. During the school course, sufficient opportunity shall be given for the actual practice of skills under practical conditions so that the student may become self-reliant, confident, proficient, and experienced in the phase of work to which he is giving his major attention. Wherever possible, suitable vocational instruction shall be made available for adult Indians. Provision shall be made so that students may acquire articles made in connection with their vocational instruction in accordance with the provisions for acquisition of tools, livestock, and crops set out in sec. 236.

36. Placement of Students. The vocational faculty of Indian high schools will be increasingly held responsible for the placement of graduates and should plan the later years of education preparation so as to provide the student with well-rounded experience comparable to that which will be encountered in agriculture or industry after graduation. (See sec. 24.)

Graduates or students who drop out of school should be aided by the school staff to undertake farming, livestock raising, or other self-supporting activity, or otherwise helped to adjust in their home communities, or become established in new communities.

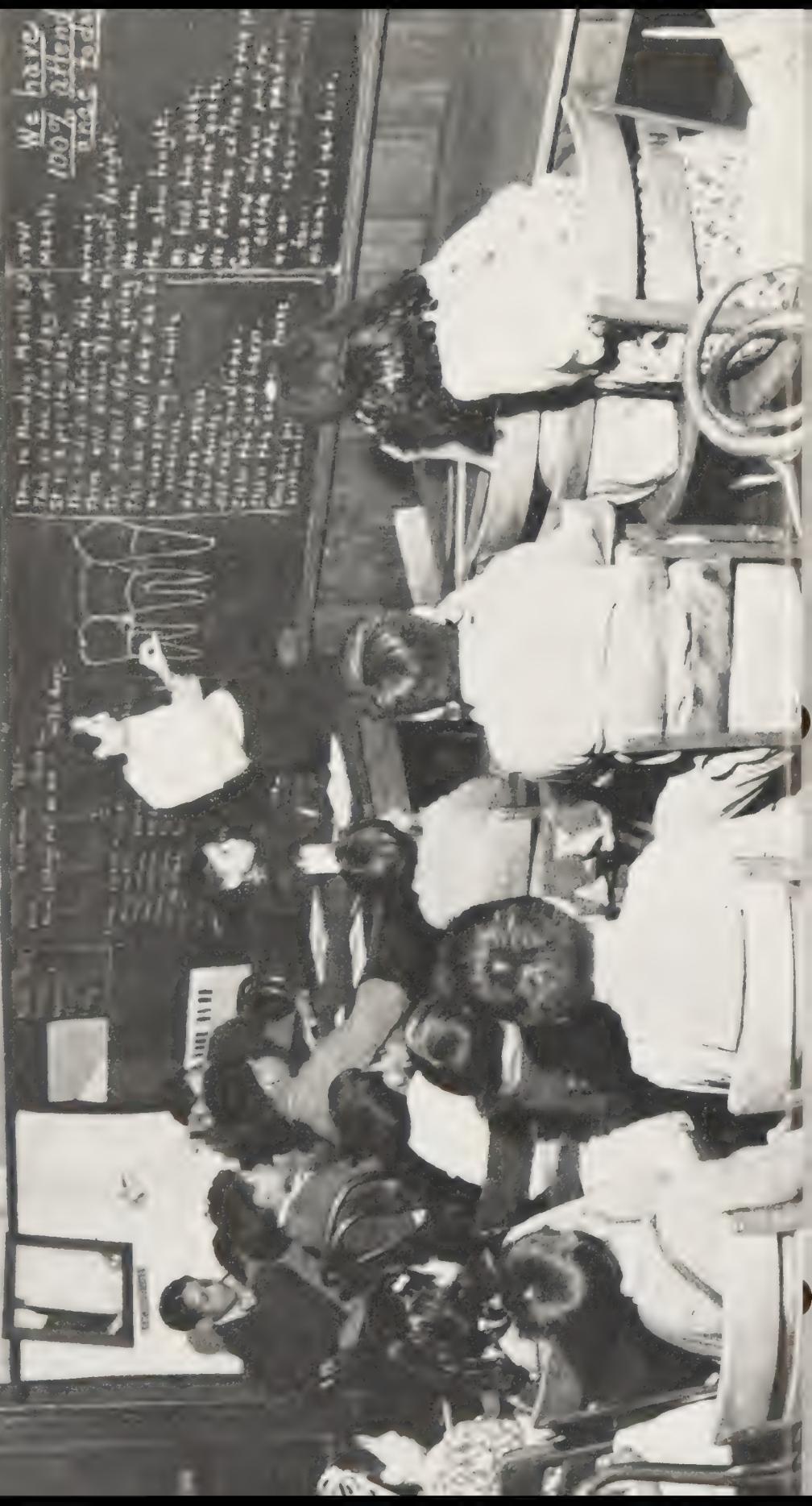
Community day schools should offer opportunity for returned boarding school students to use library facilities, engage in social or recreational activities, and in other ways continue to profit from their educational experiences. Wherever possible, opportunities should be given for continuation of craft activities, and for cooperative marketing of the products produced.

37. Provision for Physical Education shall be made for both boys and girls with ample time for free play for younger pupils.

38. Intramural Athletics and Games in which everybody has a chance to play shall be encouraged, rather than formal gymnastics or calisthenics or interscholastic athletic competition. The well-being of the individual participants

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shall be considered of greater importance than winning games. (See sec. 126.)

Athletics and recreational activities in our schools should be planned with a view to the adaptability of the games, skills and social activities to after school life in rural or reservation areas. If this is consistently observed, much can be done to forestall delinquency through substitution of constructive and worthwhile activities.

39. Health Education. In boarding schools opportunities shall be provided at appropriate periods in the school program for experience in healthful living in an environment not unlike that of the reservation; for assuming responsibility for personal and community health practices; and for acquiring the information necessary to understand these practices; and for developing special knowledge and skill in connection with infant and child care, home nursing, home sanitation, community sanitation, first aid, and safety practices. Every individual employed at the school (teachers, matrons, advisers, nurses, doctors, and others) shall share in the responsibility for these educational activities, which shall be available to both boys and girls. Programs at day schools shall be carried along similar lines so far as practicable, but adapted to day school conditions.

40. Academic High School Courses. If students have acquired the ability to think, speak, read, and write the English language with fluency and understanding, they possess the basic abilities needed for success in advanced education or vocational training. These abilities can be acquired only through frequent opportunities for pleasurable exercise of the skills in class and extra-curricular activities. Where individual Indian students have definite need for academic high school courses not offered in Indian Service schools, arrangements may be made for students to obtain this training in local public schools, while boarding in nearby Indian Service dormitories where necessary and desirable.

41. Arts and Crafts. Appreciation of the native culture patterns of Indian groups shall be encouraged and opportunity provided within the school for the perpetuation of distinctively Indian arts and crafts. Indians have borrowed designs from nature, from neighboring Indian tribes, and from Whites with whom they have come in contact. Such borrowing and adaptation is present in

every growing culture and is a natural phenomenon frequently indicative of its virility.

Plans for the revival of older crafts or for the introduction of newer home crafts should be submitted to the Indian Office and to the Indian Arts and Crafts Board for approval, before being put into effect.

Students showing special aptitude shall be given the same opportunity for specializing in these fields as in any other vocational pursuit. (See also Sec. 49.)

42. Arts and Crafts Associations may be formed for the purpose of promoting the systematic development and sale of Indian arts and crafts. (See Sec. 238 regarding the methods of organizing students' associations.) Arts and crafts associations may be composed of students, adult Indians or both. Information will be furnished by the Indian Office on request, showing sources of funds for purchase of materials to start an arts and crafts program and giving other helpful suggestions. Associations may purchase materials for sale to Indian craftsmen for cash. The Indians shall be encouraged to produce for sale only articles of the best workmanship which will meet the desires of purchasers.

43. Native Teachers and Materials. So far as possible, classes in native crafts shall be taught by qualified native teachers, and the use of native materials shall be encouraged.

44. Humane Treatment of Animals. Opportunities shall be provided for developing experience in humane treatment of animals.

45. Instruction as to the Effects of Alcohol and Narcotics in Indian schools is required by the act of May 29, 1886 (24 Stat. 69), as follows:

"The nature of alcoholic drinks and narcotics and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught * * * * and in all Indian and colored schools in the territories of the United States.

"It shall be the duty of the proper officers in control of any school described in the foregoing section to enforce the provisions of this act; and any such officer, school director, committee, superintendent, or teacher, who shall refuse or neglect to comply with the requirements of this act, or shall neg-





lect or fail to make proper provisions for the instruction required and in the matter specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office and the vacancy filled as in other cases."

In view of the destructive effect of alcohol and narcotics, the proper and intelligent carrying out of this section is considered of vital importance. The book list for Indian schools contains material recommended for this purpose.

46. Hand Laundering. It is self-evident that few Indian homes possess laundering machinery of any kind. It is, therefore, essential that experiences be provided for all girls at least in the hand washing and ironing of their own clothes. Such instruction is also required by the act of April 3, 1904 (33 Stat. 216), which reads as follows:

"Provided, also, that in preparing implements and room for laundry work in all Indian schools, arrangements shall be made for doing by hand such an amount of said work as may be sufficient to teach the female pupils the art of hand laundry work."

ADULT EDUCATION

47. Government Schools Shall Serve as Community Centers. Both day and boarding schools should be centers for community work connected with Indian home life.

Principals, community workers, social workers, and teachers in the schools are responsible for leadership in this work. The school program should be flexible in order that the teaching staff may have time for the adults of the community as well as the children, but such community work should be programmed so as to interfere as little as possible during the hours devoted to teaching children. Transportation and necessary equipment and supplies shall be made available for this work. Approval for the use of school buses for this purpose should be secured from the Indian Office as required by Sec. 304.

School structures should be made available for use by boys' and girls' clubs, farm chapters, parent organizations, and for adult education work and community recreation. Returned students should be encouraged to organize and find in the school facilities opportunities for maintaining constructive activities, which will contribute to the advance of the community. Such cooperation on the

part of educational employees as may advance these desirable activities should be volunteered.

The improvement of health, of homes, and of economic conditions is of paramount importance, and schools should lend their efforts to activities for community improvement.

48. Indian Participation in Determining School Policy. In line with the policy of providing increased opportunity for adult Indian participation in self-government, it is desirable that the schools of the Indian Service maintain close contact with the adults of the community which they serve. It is, therefore, suggested that procedures be worked out for the selection of Indian school boards and that these boards be invited to advise freely with regard to the school program. An opportunity should be given members of these school boards to have their names placed on the mailing list of INDIAN EDUCATION and every effort should be made to keep them informed with regard to policies guiding the work in Indian schools, and the Indian Office should be informed of criticisms or constructive comments received from such board members with regard to the organization, operation, or maintenance of the schools in their areas. While it may be desirable for members of the education or reservation personnel to select the initial members of such boards, an effort should be made to transfer the responsibility for their selection to the citizens of each community. To be most effective, educational policies must be thoroughly understood by the members of the community and have their sympathetic support and endorsement.

49. Adult Craft Work. Adults in the community may be encouraged to attend classes in native crafts, and every effort shall be made to perpetuate those crafts which possess beauty or utility.

50. Cooperative Stores. Until cooperatives become established and financially successful, teachers are requested as a part of their official duties to assist in the operation of cooperative stores, and in Alaska, in reindeer enterprises. These duties include education with respect to the purpose of cooperative enterprises and their operation; the keeping of proper records; aid in the placing of orders for stock; aid in marketing furs and other products which the Indians or Natives of Alaska have for sale; the preparation of statements, reports, etc., assistance in the control of credit

granted, and such additional assistance as may be required to make the cooperative enterprises successful. Teachers should not become associated with these enterprises as members or officials nor partake in any way in any profits which may be earned by them. Teachers and other employees cannot be members of such cooperatives under existing law nor may they purchase Indian work for resale. (See also Title 25, C.F.R., Ch. I Part 276, Secs. 276.5-276.6.)

COOPERATION WITH OTHER DIVISIONS

51. Cooperation with Other Divisions. It will be recognized that the educational program on any reservation must bear direct and constructive relationship to the general reservation program. In a larger sense the work of the Education Division covers only one phase of the educational program of the reservation. Health, Extension, CCC:ID, and other divisions must inevitably depend upon the educational process for the achievement of their objectives. Graduation from school, while it may frequently transfer concern for the individual from the Education to the Extension Division or CCC:ID should not result in any radical modification in individual objectives. In some areas more generous provision for educational personnel than for that of other divisions has been made, and in such cases it is to be assumed that teachers and other representatives of the Education Division will cooperate to the best of their abilities in the development of programs with the adults of the reservation in keeping with the plans of the Extension Division or of the CCC:ID Enrollee Program of Welfare, Instruction and Recreation. It is only through such interdivisional cooperation that the major objectives of service to the Indian people can be realized.

For example, the CCC:ID Enrollee Program is not primarily for improving the efficiency of that organization and is not limited to serving the passing requirements of the enrollees as such. Specifically, the whole basis of the program is the needs and interests of the Indians as self-supporting citizens. It is neither an independent nor a superimposed program, but a phase of the adult educational program, as are also the training aspects of the Extension and Health programs. Further, the CCC:ID cannot carry

out its local programs unaided, and the latter can be effectual only to the extent that they are integrated with the reservation program as a whole. More detailed information on the CCC:ID Enrollee Program may be obtained from Section VI of the Handbook, CCC:ID Regulations, and from CCC:ID District Camp Supervisors and Project Managers.

HIGHER EDUCATION AND SPECIALIZED EDUCATION

(Title 25, C.F.R., Ch. I, Part 43 and 44.)

52. Educational Aids. Contingent upon annual appropriations by Congress for the purpose there are three classes of aids available for young people having one-fourth or more Indian blood who are seeking higher education or special training and who need assistance to continue their education: loans, tuition payments and scholarships. Loans are made on a basis of character; no security is required. Preference is given on a basis of scholastic adjustment, promise of success, and a higher degree of Indian blood. Applications for assistance shall be submitted through the reservation superintendent. When advisable a student may be granted more than one of the various kinds of assistance listed below:

- (a) Education Loans (Title 25, C.F.R., Ch. I, Part 43).
- (b) Tuition Payments (Title 25, C.F.R., Ch. I, Part 44).

(c) Scholarships are offered Indian students by several colleges and are available through private sources. The following schools and colleges make no charge to Indian students for tuition:

Fort Lewis School of Agriculture, Fort Lewis, Colorado; Dartmouth College, Hanover, New Hampshire; William and Mary College, Williamsburg, Virginia; Washburn College, Topeka, Kansas offers two scholarships to Indians;

The University of Michigan offers five scholarships to Indians.

There are undoubtedly other colleges granting scholarships to Indians, and inquiry should be made as to possible concessions before enrollments are completed.

Working scholarships in Indian Boarding Schools are being curtailed and no great number of persons can now depend upon this form of aid.

53. Work to Help with Expenses. The Indian Office



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will cooperate with U. S. Employment offices and education field officials in assisting Indian students to secure work at trade schools and college centers to earn a part of their expenses.

54. High School Graduates enrolling for advanced vocational work in any nonreservation school and students in the commercial department at Haskell Institute will be required to pay tuition. When necessary, and the student qualifies in accordance with the regulations, a loan may be made to cover tuition and personal expenses and a working scholarship may be allowed. (Title 25, C.F.R., Ch. I, Part 43, Sec. 43.5.)

55. Applications Referred to Guidance Committee. Applications for educational loans shall be referred to the Guidance Committee (see section 24) which shall investigate the record of the students, advise with regard to vocational and educational objectives, assemble and review the necessary data, and forward it with its recommendations to the reservation superintendent, who will turn it over to the reservation guidance committee for final recommendation to the Indian Office.

Where guidance committees as described in section 24 do not exist, the reservation superintendent shall appoint such a committee to act with regard to education loan applications. The committee shall consist of at least three members. At least one member shall be an Indian. The local education staff and some important activity of the local jurisdiction shall be represented. Where advisable a separate Indian member may be chosen by each local tribe or distinct group. With the superintendent's approval, local sub-committees may be appointed by the central committee.

ENROLLMENT AND TRANSFER OF PUPILS

56. All Healthy Indian Children between the ages of 6 and 18 should be in some school unless actively engaged in activity contributing to tribal or family responsibility or support. This includes day, reservation, and nonreservation boarding and public or private schools. Students may be enrolled in boarding schools, or when making satisfactory progress may be retained in boarding schools until 21 years of age without authority from the Indian Office. When facilities are available, children who will be 6 before the end of the school year who are sufficiently mature to

profit by attendance may be enrolled for beginners' work.

(a) **Credentials.** Each child who is eligible for enrollment shall be presented with credentials executed by the enrolling officer of the reservation where he resides, and must present these credentials before enrollment in any school. The credentials shall state the school or schools for which the child is eligible. When children are transferred from one public school to another, the state procedure must be observed. Reservation enrolling officials shall seek proper understanding with public school officials.

57. When Birth Certificates are not Available to determine the age of children applying for enrollment in the elementary grades, seemingly immature or physically undeveloped children should not be accepted until examined by a medical officer and certified by him as being capable of carrying on the activities of a 6-year-old child.

58. Compulsory Attendance of Indian Children is provided for by law as follows:

"Hereafter the Secretary of the Interior is authorized to make and enforce such rules and regulations as may be necessary to secure the enrollment and regular attendance of eligible Indian children who are wards of the Government in schools maintained for their benefit by the United States or in public schools." Act of February 14, 1920 (41 Stat. 410), (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.5; Cross reference Secs. 161.65-161.66).

59. Coercion Prohibited. There should be no coercion of children in the matter of enrollment or transfers, but voluntary enrollment should be effected through the maintenance at government Indian schools of programs which suit the needs and interests of the areas in which they are located. (Sec. 1, 29 Stat. 348; 25 U.S.C. 287); (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.3.)

60. Nonattendance. In unusual cases where it is believed that parents or guardians are exercising undue pressure to interfere with normal attendance of children at school, penalties may be invoked. However, such situations should be referred to the Indian Office with a full statement of the case. In general it is assumed that if a suitable program of instruction and adequate care of students by intelligent and understanding teachers is provided, attendance will be regular and voluntary.

61. Public School Attendance. Reservation superintendents and appropriate education personnel shall determine what Indian children may properly attend public school, whether the local public schools are adapted to their needs, or whether Federal day schools, when equally accessible, may carry a program more suited to the needs of the children. Regular attendance of children in public schools shall be required. (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.7.)

62. State School Laws may be applied to Indian children. All Indians who have become citizens of the state wherein they reside under existing provisions of law are thereby amenable to the school laws of such state. Superintendents will cooperate with the state truancy officers in the enforcement of compulsory attendance laws and may permit state officers to enter upon land owned or held in trust by the United States for the purpose of enforcing the state school laws:

"The Secretary of the Interior shall permit the agents and employees of any state to enter upon Indian tribal lands, reservations, or allotments therein for the purpose of making inspection of health and educational conditions and enforcing sanitation and quarantine regulations or to enforce compulsory school attendance of Indian pupils, as provided by the law of the State, under such rules, regulations, and conditions as the Secretary of the Interior may prescribe." Act of February 15, 1929 (45 Stat. 1185); (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.6.)

63. Boarding Schools. It is a fixed policy of the Indian Office to discourage attendance of children of elementary age at boarding schools remote from their homes, and the services of education field workers, (i.e., education field agents, school social workers, etc.), or area superintendents of education should be utilized to the fullest extent in examining the justification for enrollment applications for boarding institutions. It is desirable to avoid changing school during the school year. Children frequently find it difficult to adjust to new personalities, and where school curriculums vary even slightly the child is often penalized by being demoted when mid-term transfers occur. When the eligibility of a child for boarding school enrollment has changed, the effect of a transfer upon the child's school and home adjustment should have full consideration before a transfer is made. This applies both to admission to and removal from boarding school. All things being equal, it

is to the advantage of the child to continue at the same school throughout the entire course offered by that school. Children should not be sent away to nonreservation schools so long as space remains in local schools suitable to their needs.

The same criteria covering admissions to Federal boarding schools shall be applied in determining admission to mission boarding schools.

Children enrolling in nonreservation schools are expected to attend the nearest school carrying the desired course.

64. Pupils' Names. In tribal areas where pupils have Indian names, these should be preserved, if possible. Where English spelling of the native name is exceedingly difficult, an English translation may be substituted and some imagination used in selecting an appropriate equivalent. For example, one Sioux name was variously translated as "Stands for Them" and "Defender." It is obvious that both equivalents may have caught the original meaning, but the second is far more usable. In tribal groups where the giving of names is not customary, judgment should be used in suggesting an English first name and surname which will not subject the individual to ridicule later. It is also important to select names which are made up of sounds familiar to the Indian group, recognizing that many common English sounds are not found in Indian languages and are therefore difficult to pronounce.

65. Solicitation. It is contrary to the policy of the Indian Office for nonreservation boarding schools to write letters of solicitation or to send out members of their school staff to enroll students. Enrollment of pupils is the function of the local agency personnel.

Employees of nonreservation schools are encouraged, however, to visit the home reservations of students enrolled in their school, to familiarize themselves with home and community conditions, work possibilities, and other factors necessary for the intelligent planning for educational experience related to the realistic needs of the students.

66. Poverty in the Family is not to be considered a reason for depriving a child of parental care and placing him in a boarding school. Families in need of relief should be directed or taken to the proper local organization.

67. Children Living in Cities and Towns of 500 or more population are not eligible for education at government expense. They are entitled to the same consideration as children of other residents. This does not apply in case of federal schools operated in villages in Alaska.

This does not prohibit enrollment in government boarding schools of Indian children whose families have not severed tribal relations, who are living in towns in the Indian country, when adequate vocational training is not available in the local public schools. Each case should be considered on its own merits.

68. Payment of Tuition shall be required for applicants for admission to government schools whose parents have ample financial resources. Pupils selected for boarding schools shall be required to pay their transportation expenses if they have sufficient funds to do so without exhausting small personal credit balances.

69. Clothing. So far as practicable no clothing shall be issued free for Indian children attending schools. If the parents are unable to clothe their children, necessary articles may be issued in return for labor. A committee of local Indians may be formed to decide on useful work projects to be performed in reimbursement for clothing, and to work out other details. Prices charged should be fair both to the Indian and to the Government. A definite labor schedule should be worked out on the basis of the prevailing local wage. Every effort should be made to have the bulk of the labor performed by the parents, especially the father. Older children may be permitted to work for their own clothing. A maximum limit on the number of each article and the total amount of clothing for each child for which the parents may perform labor should be set.

It is the policy of the Indian Office to place responsibility on parents for supplying, repairing, and laundering the clothing of their children.

70. Use of Personal or Tribal Funds for Education. Pupils enrolled in non-reservation schools, whose personal or family means permit, shall be required to furnish at least a part of their clothing and to meet other school expenses to the extent warranted by the financial status of the child or his family. Children having only small balances of personal funds, however, shall not be required to exhaust

or deplete these balances for educational expenses. Appropriations for government boarding schools are made on the basis of all the needs of the children enrolled therein, and use of available funds must be planned accordingly. It is considered advisable to conserve small credit balances of students to assist them in becoming self-supporting when they leave school.

Requests by reservation officials for check approvals and other requests for use of personal or tribal funds for educational purposes shall be accompanied by a statement of the facts in each case including any personal or family resources, the school to be attended, courses desired if not a public school, and the name and recommendation of the member of the local education staff who has been consulted in the matter.

When a minor's funds are requested for other than educational purposes, full information showing the benefit to the minor should be submitted.

71. Aid may be Furnished Children up to 21 years of age attending local schools, in cases of real necessity for the purchase of textbooks, school lunches, transportation and clothing (see section 69). Textbooks so purchased should remain the property of the Government, and a definite procedure should be established for the return of books after use and their re-issue to other students. The superintendent's requests for funds for this purpose should in general be based upon facts ascertained by the education field worker. Such special assistance should not be confused with family relief, need for which should be referred to the education field worker. (Section 19.)

72. Provision for Boarding Home Care may be made to the extent to which funds are available for the purpose, upon special authority from the Indian Office, for children up to 21 years of age, who need care because of home conditions or lack of local school facilities and who are not eligible for aid under the Social Security Act or other program. Informal agreements between the reservation superintendent and the boarding parents are required. Request for funds for individual cases should be made on Form 5-262 obtainable from the Indian Office. Approval by the Indian Office will not be required in Alaska. Payments for boarding home care may not be made to a child's own parents. Boarding homes for Indian

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children shall meet state requirements.

73. Legal Limitation of Enrollment. Education of Indians at Government expense is limited to children of at least one-fourth Indian blood where adequate public school facilities are not provided.

"That hereafter no appropriation, except appropriations made pursuant to treaties, shall be used to educate children of less than one-fourth Indian blood whose parents are citizens of the United States and of the State wherein they live and where there are adequate free school facilities provided."

Act of May 25, 1918 (40 Stat. 564).

This limitation has been extended to include the Five Civilized Tribes and Quapaw Agencies.

74. Non-ward Indian Children of one-fourth Indian blood or more, who have not adequate public school facilities, may be received in a Federal Indian school, when otherwise eligible.

75. Children of Indian Employees holding regular Civil Service positions may be admitted to Government Indian boarding schools only upon payment of tuition and subsistence, subject to the same admission requirements as Indian children entitled to free education, and provided that no needy Indian child is thereby excluded.

76. Children of Government Employees may be enrolled in government day schools or at a reservation boarding school on a day basis when this is considered advisable. Reasonable tuition shall be charged.

77. White Pupils in Day Schools. White pupils may be admitted to Indian day schools upon payment of tuition:

"That hereafter white children may, under rules and regulations prescribed by the Commissioner of Indian Affairs, be admitted to any Indian day school: Provided, That the tuition fees charged for such children shall in no case exceed the tuition fees allowed or charged by the State or county in which such school is situated for the children admitted in the common schools of such State or county; And provided further, That all tuition fees paid for white children enrolled in Indian day schools shall be deposited in the United States Treasury to reimburse the funds out of which the schools last mentioned are maintained." Act of March 1, 1907 (34 Stat. 1018). (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.1.)

78. White Pupils in Boarding Schools. White pupils may be admitted to Indian boarding schools upon payment of tuition when their presence will not exclude needy Indian children:

"That hereafter white children may, under rules prescribed by the Commissioner of Indian Affairs, be admitted to Indian boarding schools on the payment of tuition fees at a rate to be fixed in said rules: Provided further, That all tuition fees paid for white children so enrolled shall be deposited in the United States Treasury to reimburse the fund out of which the school is supported." Act of March 3, 1909 (35 Stat. 783).

In accordance with the foregoing provisions of law, White children, children of employees, or Indian children who are not legally entitled, under existing regulations, to free enrollment in government Indian schools may, upon payment of a tuition fee equal to the per capita cost of maintenance in a given school, be enrolled in an Indian school with approval of the Commissioner of Indian Affairs. (Comp. Dec. of April 16, 1914; Title 25, C.F.R., Ch. I, Part 47, Sec. 47.1).

Receipts from this source, when deposited, are available upon authorization in the usual form for expenditure for support of the school. Superintendents should notify the Education Division when making such deposit and immediately request authorization for expenditure.

79. Consent for Transfer to schools off the reservation must be obtained from parents, witnessed by the superintendent or other duly authorized person, in accordance with the following provision of law:

"That hereafter no Indian child shall be sent from any Indian reservation to a school beyond the State or Territory in which said reservation is situated without the voluntary consent of the father or mother of such child if either of them is living, and if neither of them is living, without the voluntary consent of the next of kin of such child. Such consent shall be made before the agent of the reservation, and he shall send to the Commissioner of Indian Affairs his certificate that such consent has been voluntarily given before such child shall be removed from such reservation and it shall be unlawful for any Indian agent or other employee of the Government to induce or seek to induce, by withholding rations or by other improper means, the parents or next of kin of any Indian to consent to the removal of any Indian child beyond the limits of any reservation." Act of March 2, 1895 (28 Stat. 906).

"Hereafter no Indian child shall be taken from any school in any State or Territory to a school in any other State against its will or without the written consent of its parents." Act of June 10, 1896 (29 Stat. 348). (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.6.)

80. Transfers Discouraged. Pupils are not to be transferred from one school to another, except upon a showing of

good reasons agreed to by the superintendent of the former school. Superintendents of schools or principals may not enroll students who present themselves without proper credentials. (Form 5-159a). A cumulative record of the pupil shall accompany him to each school where enrolled. See section 153.

DISMISSALS AND RETURNING PUPILS TO THEIR HOMES

81. Dismissal. Pupils may not be dismissed from school for any cause; or refused readmission to federal schools, without a prior statement of intention being furnished the reservation superintendent from whose jurisdiction they come, the parents of the children, and the Indian Office.

82. In Case of Accident, Illness, or Death of pupils the officer in charge must notify parents, guardian or nearest friend at once, using telegraph if necessary. If in a nonreservation school, the reservation superintendent must also be notified. In case of accident or death, a detailed statement must be made to the Indian Office, together with copies of the above notices. In cases of serious illness, accident or, death, the officer in charge should at once make adequate expression of sympathy to the family in a manner which will be acceptable and comforting to the family and friends.

In case of death of students, government funds are available only for such burial as is customary for Indians in that locality. There shall be no display and no expenditure which would warrant a feeling that there has been discrimination in the burial of school children as compared with other Indians of the locality.

TRANSPORTATION

83. Transportation at Government Expense:

"No Indian pupil under the age of 14 years shall be transported at Government expense to any Indian school beyond the limits of the State or Territory in which the parents of such child reside or of the adjoining States or Territory." Act of March 3, 1909 (35 Stat. 783).

Names and ages of pupils must be shown on all cash vouchers covering transportation expenses.

84. Able Family Should Meet Cost. In cases where the pupil or his family can properly bear the expense of transporting him to school, they should do so; but no child should be refused enrollment in a nonreservation boarding school,

when otherwise eligible, because he cannot pay his transportation costs. A statement by the reservation superintendent or otherwise qualified employee shall be accepted as determining the financial status of students.

85. Transportation Paid by School. Transportation of children enrolling in a nonreservation school when paid by the government shall be paid by the school where enrolled. There is no longer a special appropriation for transportation expenses.

86. Use of Buses. To effect economy, school buses shall be used when practicable for transportation of children to and from Government boarding schools. Government facilities may not be used in transporting Indian children to and from mission or other private schools, except when the Government is put to no additional expense.

87. Children Who Live Within Transporting Distance of a boarding school may not be carried on a boarding basis but should be enrolled as day school pupils, except those requiring institutional care.

88. Feed for Ponies which the children ride to school may be furnished, when the family is unable to meet the expense and this method of transportation is considered advisable.

PUBLIC SCHOOLS

89. Tuition may be Paid for Indian children of one-fourth or more Indian blood for whom suitable public school facilities are available when the pupil or the parents pay no taxes on real estate. Payment of such tuition will be made at a rate which may appear reasonable and will in all cases be conditioned upon the existence or adequacy of congressional appropriations of money therefor. Tuition will not be paid for children of regular employees of the Indian Service. Applications must be presented through local Indian Service officials. (Title 25, C.F.R., Ch. I, Part 45, Sec. 45.)

STATE CONTRACTS

90. State Contracts may be executed with the approval of the Secretary of the Interior:

"That the Secretary of the Interior be, and hereby is, authorized, in his discretion, to enter into a contract or contracts with any State or Territory, or political subdivision thereof, or with any state university, college, or school, or with any appropriate state or private corporation, agency, or institution, for the education, **** of Indians in such State or Territory, through the

agencies of the State or Territory or of the corporations and organizations hereinbefore named, and to expend under such contract or contracts, moneys appropriated by Congress for the education **** of Indians in such State or Territory.

"Sec. 2. That the Secretary of the Interior, in making any contract herein authorized, may permit such contracting party to utilize, for the purposes of this Act, existing school buildings, hospitals, and other facilities, and all equipment therein or appertaining thereto, including livestock, and other personal property owned by the Government, under such terms and conditions as may be agreed upon for their use and maintenance.

"Sec. 3. That the Secretary of the Interior is hereby authorized to perform any and all acts and to make such rules and regulations, including minimum standards of service, as may be necessary and proper for the purpose of carrying the provisions of this Act into effect: Provided, That such minimum standards of service are not less than the highest maintained by the States or Territories within which said contract or contracts, as herein provided, are to be effective.

"Sec. 4. That the Secretary of the Interior shall report annually to the Congress any contract or contracts made under the provisions of this Act, and the moneys expended thereunder."

Acts of April 16, 1934 (48 Stat. 596); and June 4, 1936 (49 Stat. 1458); (Title 25, C.F.R., Ch. I, Part 46).

DEFECTIVE AND DELINQUENT CHILDREN

91. Deaf, Blind, Mentally Defective and Physically Handicapped Children, also children having behavior difficulties which require attendance at a special school, may be placed in suitable institutions whenever the consent of parents can be secured. In case of behavior difficulties, consent of parents is not necessary if the child is committed by the proper authorities. Prior authority for necessary expenditures involved must be secured in all cases. Payments may include tuition, clothing, incidentals, and expense in connection with transportation of the child and an escort if necessary. Payments may not be made for children who are eligible for care at the expense of the State or locality under the provisions of State law. Informal agreements on forms prescribed by the Indian Office are required by the General Accounting Office for accounting purposes. (Title 25, C.F.R., Ch. I, Part 47, Sec. 47.2.)

School officials should acquaint themselves with the state welfare agencies and resources in their communities,

and insure the children of the community having full benefit of such services.

92. Case Histories should be furnished the Indian Office on forms provided for the purpose, with all requests for aid for deaf, blind, feeble-minded, delinquent, or otherwise incapacitated children; but copies of these reports which are confidential should not be attached to the original informal agreements or vouchers, or sent to the boarding mother or institution.

SCHOOL ORGANIZATION

93. The School Year shall consist of 180 school days unless local conditions make this impracticable, in which case approval for a shorter term may be secured from the Indian Office or the Superintendent of Education of the area, on a showing of facts. Vacations may occur either in summer or in winter as best meets conditions in the community. A statement showing the proposed dates for beginning and ending the school term and the vacation periods for each school is to be filed with the Indian Office. Any changes in the school term should be reported promptly in order that the Indian Office may be at all times advised as to conditions.

94. Types of Instruction Must be Authorized. In general, schools of the Indian Service are designated as elementary, elementary and junior high, junior and senior high, and senior high. There are also a few institutions authorized to offer 12 years of instruction. No school may carry on any grades of instruction other than those which have been specifically authorized by the Indian Office.

95. The Following Holidays Shall be Observed: New Year's Day, Washington's Birthday, Memorial Day, July the Fourth, Labor Day, Armistice Day, Thanksgiving Day and Christmas Day. There shall be appropriate recognition of Arbor Day.

96. Religious Holidays peculiar to the Christian or native religions may be observed by pupils in Indian schools adhering to those religions. Indian boarding schools enrolling pupils from jurisdictions where observance of periodic religious festivals is of community significance may transport children to and from their native villages for these observances in government buses.

"Appreciation of the native cultural patterns of Indian groups shall be encouraged and opportunity provided within the school for their perpetuation."

Hoop dance, Taos Pueblo, New Mexico.



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MISSIONARY ACTIVITIES AND RELIGIOUS INSTRUCTION

97. Missionary Activity. In the long history of the Indians' relations with the White man, missionaries have furnished a contribution of good, possibly greater than that of all the Government's.

The missionary's work is usually carried out among a group of Indians, whether on a reservation or in a school, whose religious allegiances are not one but several. Complete homogeneity of religion is the exception among Indian groups. Hence, careful planning, with self-restraint and mutual forbearance between the missionaries and the government employees, and between all of the White elements and the Indians themselves, is necessary to the greatest usefulness of the missionary endeavor.

The following precepts deal exclusively with the Indian schools. Inasmuch as the varied situations require practical judgment, and mutual tolerance and individual self-restraint, the items which follow are not set down as immutable requirements or limitations, but they are to be adhered to in spirit by all employees of the Indian Service, and they are to be enforced literally unless a modification be granted in a particular case after correspondence with the Office.

CONTROLLING PRINCIPLES

98. Indian Schools are supported from funds raised by general taxation or from trust funds administered by the United States as guardian in behalf of the entire membership of the tribes, and attendance is compulsory.

Subject to the necessary qualifications indicated below, the controlling principles respecting sectarian or religious activity in the Indian schools are identical with the controlling principles respecting identical matters in tax-supported schools for others than Indians.

99. Residential Schools. There is, however, a distinction of practical moment, due to the residential feature of the Indian boarding schools.

(a) Any denomination or missionary, including any representative of a native Indian religion, may be granted as a privilege the use of rooms or other convenience in the buildings or premises of boarding schools, on condition that there are pupils who, by parental choice or by personal choice if the pupil is 18 years of age or older, request the

services of such missionary or denomination.

(b) When the parent or the natural guardian of an Indian child, appearing in person before the superintendent of the agency where such parent or guardian resides, or before the superintendent or principal of the boarding school where such child is in residence, knowingly and voluntarily, in writing, registers a request for teaching or ministration for the child by a missionary or a denomination, it shall be the duty of the superintendent of the reservation or the superintendent or principal of the school to make the request known to the missionary or the denomination. Parents shall be clearly informed by the Indian Service officials in question that they are under no requirement to register any request, and officials shall not attempt to influence the choice, if any, by parents or guardians. When such request is made by a parent or guardian, the missionary or denomination thus selected shall be invited and enabled to make contact with the child, at such times and places as do not conflict with the requirements of classroom work, the group activities of the school, or the tasks assigned to the children.

In any situation in which Indian parents do not read or understand the English language, and therefore, hesitate to sign any document in that language, it shall be permissible that the request for religious instruction be made verbally in the presence of witnesses, which must include the reservation or school superintendent or an official representative of either, and may include a representative of the religious denomination affected. Care must be taken to see that a full understanding of what is involved be made available to the Indian parents through the services of an impartial interpreter.

The request must be made in the form of a direct, complete statement of the parents' desire concerning the child's instruction, translated into English, and made part of the written record concerning the child, and witnessed by the official government representative, and if so desired, by the representative of the religious denomination as well. A simple affirmation in response to a directed inquiry is not to be construed as an adequate statement.

(c) With respect to the children specified in (b) above, the officials of boarding schools shall cooperate with the missionaries by encouraging and facilitating attendance at the

specified religious services. Compulsion, however, shall not be used upon any child.

(d) Employees of any school may volunteer to conduct Sunday school exercises, but compulsion shall not be used upon any employee to teach in Sunday school, or upon the children to attend it.

(e) Proselytizing in the Indian boarding schools is prohibited.

(f) Nothing contained above shall be interpreted as a prohibition or advice against the fullest participation by missionaries, ministers, or outside members of denominations in the secular activities of the school, as in the case of Boy Scout, Girl Scout, and Camp Fire Girl activities, adult-education activities, lectures, entertainments, etc.

100. Day Schools. Any child at an Indian Service day school upon written request of his or her parents, knowingly and voluntarily given, shall be excused for religious instruction, including instruction in the native Indian religion, if any, for not more than one hour each week. Religious exercises are not to be held on the premises of day schools during regular school hours without prior approval by the Indian Office, which will only be granted upon a showing of urgent need, but facilities at the school may be provided for the use of religious instructors, at times and under conditions not in conflict with the uses of the buildings by the Indian Service or the community. Paragraph 99 (f) above shall apply to day schools as well as boarding schools.

GUIDANCE OF PUPILS

101. Democratic Planning. An atmosphere of friendly confidence and self-reliant activity should characterize the relations between the children and personnel of the schools of the Indian Service. Careful planning of student programs and care in developing the utmost in responsibility and understanding in the assignment of work details should result in an attitude of purposeful industry upon the part of students. People who are working for ends which they accept as desirable need guidance, not compulsion, and if the disciplinary appeal of our schools is to loyalty, enthusiasm, understanding, and purposeful work, penalties, compulsions, and demerits should find no place in the control of behavior. It is not to be assumed that any one program will satisfy the interests or needs of every child, and it is the duty of the

school principal, the advisers, and other personnel to study each individual to be sure that the school program is satisfying his interests and needs. This is not to be interpreted as an invitation to license or laxity. It does not assume that the responsibility for the planning and direction of the school can be evaded by the faculty and transferred to the students, but it does mean that wholesome, democratic planning between faculty and students should result in the acceptance of good order and wholesome behavior as a matter of course.

102. Need of Confidence and Affection. It must be remembered that little children in our boarding schools are away from home, separated from those they have learned to depend upon and love. Because of this fact they are frequently afraid and feel insecure. If some effort is made to develop a relationship of confidence and affection with them, behavior which might otherwise be considered unruly and unreasonable may easily be forestalled.

103. Corporal or Degrading Punishments Prohibited. The principal or teacher who can anticipate pupil reactions and forestall difficulties is in a far stronger position than the one who attempts to punish delinquency after it has occurred. This emphasis upon constructive discipline is made because corporal punishment of all kinds, and solitary confinement, or anything which smacks of imprisonment or punishment calculated to bring shame and humiliation upon pupils, is prohibited and may be made the basis for charges with a view to possible dismissal.

104. Social Controls. It is becoming generally recognized that the school is an agent of society for the development of desirable social attitudes. This demands that the school program be operated with a clear recognition of realities. No longer can it be assumed that elimination terminates responsibility for youngsters who prove annoying, difficult to direct or control, or who appear to be exerting a demoralizing influence on other students. To send such apparently recalcitrant or incorrigible youngsters out into society assumes that an unsupervised, unregulated environment is better capable of directing their activities or protecting their associates from contaminating influence than is a school in which there is close supervision of group and individual activities. If the destructive influence of an incorrigible youngster upon his associates is stronger than the constructive influence which his associates can exert upon him, it is

evident that standards of social behavior within the school are imposed by the faculty without general acceptance by the students rather than being representative of a community sentiment. Reformation or regeneration of potentially wayward children may be more rapidly and successfully effected in a desirable social environment than in one made up solely of maladjusted or incorrigible children. If right action is accepted as a desirable objective by the students as a whole, it inevitably appeals as desirable to all but the most abnormal members of the group. Efforts should be made to transfer such abnormal students to suitable institutions which can exercise continuing supervision over their actions, rather than to turn them loose on society.

105. Home Letters. Every effort should be made to maintain a close relationship between the children in our boarding schools and their homes. Every encouragement should be given the student on his own initiative to write regular letters to his home including intimate personal messages, and such correspondence should be accorded the courtesy of privacy which is the right of every individual. Pupils' letters may be sent with the periodic report to the parents in an official penalty envelope, but may be sent in franked envelopes only when they are enclosed with official correspondence.

106. Entertainment and Social Life. Provision shall be made for reasonable entertainment and recreation of pupils and opportunities given for social intercourse under proper supervision. These should include moving pictures, social dances, parties and indoor games as may be appropriate, encouraging the perpetuation of many traditional Indian games and activities, and introducing such games of White persons as may not be in conflict with native customs or controls. The school program should be arranged so as to provide for attendance at tribal fiestas or tribal gatherings in which the children may have a part. It should be remembered that many children will return to rural life, and the recreation encouraged in school should be such as can be profitably continued after leaving school. (See sec. 96.)

107. Home Life in Dormitories. So far as present structures will permit, dormitories of the Indian Service shall be made attractive and home-like. They shall be kept clean and freshly painted (in accordance with color schemes recommended by the Office) and shall be equipped with comfort-

able furniture and rugs, pictures, and other suitable furnishings. Opportunity should be given within the dormitories for students to relax and live an individual life, rather than being regarded constantly as members of a group. Individual lockers or other facilities should be provided so that each child may have a place of his own in which to keep his personal belongings. Students should be given every opportunity to cooperate in the planning of their dormitory life and recreational activities.

108. Recreational Activities within the Dormitories. The development of wholesome indoor recreation in the dormitories in addition to outdoor play and athletics shall be the responsibility of the adult sponsors. Necessary arrangements may be made with the school library so that books and magazines may be available in the dormitory living rooms. Provisions shall be made for group games and activities which will furnish opportunities for students to exercise leadership and learn followership.

109. Students' Associations. Literary, musical and other clubs or associations are to be encouraged. In the more advanced schools they may be placed under the direction of the older pupils, but the school staff should give necessary oversight. See Sec. 238 relative to organization of associations handling funds.

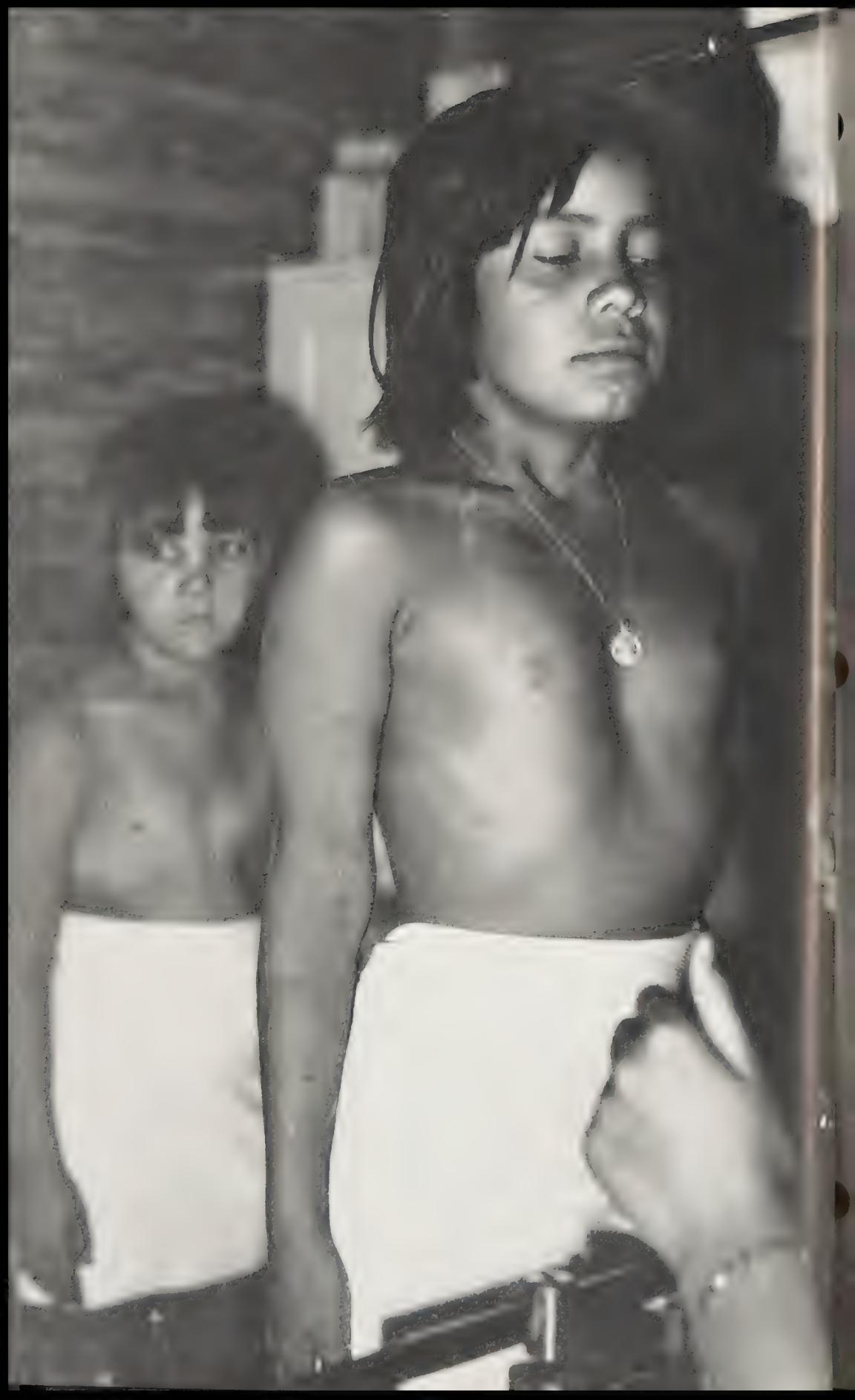
It is inadvisable to have too many different organizations. Membership should be open to all students old enough to profit thereby, but no pupil should belong to more than two or three organizations and they should not consume time needed for other activities. Extra-curricular activities should not become of such importance that they are frequently permitted to take time needed for regular school activities. This statement should not be interpreted as disapproving activities integrated with the curriculum which involve field trips, out-of-classroom projects and similar enrichments.

SCHOOL HEALTH

Attention is called to provisions of secs. 16 to 28 of the Regulations approved April 18, 1936, defining the duties and conduct of physicians, nurses and other health employees, also to Indian Office Circular 3150 and Supplements.

110. Physical Examination Required. If possible, pupils





designated for enrollment in nonreservation schools shall, before leaving the reservation, be examined by a physician who shall enter his findings on the card or blank provided which shall become a necessary part of the application filed with the superintendent of the nonreservation school. A copy of this record shall be retained in the reservation files. In all cases where circumstances make it difficult or impossible for prior examination to be made, the officer in charge of the nonreservation boarding school shall be responsible for the pupil receiving a complete physical examination immediately upon admission.

111. Annual Physical Examinations of all Indian pupils in boarding, day, mission, or public schools are required and should be made by physicians of the Indian Service during the early weeks of the autumn semester. These examinations shall not be prefunctory, but must be thorough. The health of Indian children should have first consideration, and any tendency on the part of public schools to urge attendance of children who are ill, for the purpose of earning tuition money, should be discouraged.

112. Clothing shall be Removed to the extent necessary to permit an adequate physical examination. Examinations shall be made with consideration for the feelings of the individual. A third person, preferably a woman, should always be present during the examination of girls.

113. Attendance at Physical Examinations. During the pupil's examination in boarding schools it is desirable for the boys or girls adviser to be present in order to secure a better understanding of the child's physical needs and to be able to cooperate effectively in follow-up. The results of the examination should be available to teachers in order that they may understand their pupils and also that appropriate educational activities may be undertaken. Such educational work shall be general, and individual diagnosis must be treated as confidential. In day schools teachers should when possible be present at the examination and parents should also be encouraged to attend in order to learn about the needs of the child's health.

114. Interpretation of Examination Findings. Health education requires that the results of the physical examination, so far as suitable, be explained to each child. If corrective work is needed, the child should know what it is and as nearly as possible why it is given. He should be

encouraged to assume the responsibility of going for treatments and of following the procedures recommended. (I. O. Cir. 3150 and Sup.)

115. Vision Tests. Vision tests should be given every child at the opening of the school year. For educational purposes it is desirable that this be a teacher-pupil activity with the aid of the school nurse, if available, who is responsible for seeing that proper technique is followed. All children showing objective signs suggestive of vision difficulties or failing to read the vision test chart readily should be reported to the physician for examination and diagnosis. When refraction and corrective glasses are recommended, steps must be taken at once to provide them. The family of the child should bear this expense when financially able to do so. When personal or family funds are not available, the school support fund is applicable if the child is enrolled in a boarding school. For children in day or public schools any applicable fund may be used. Supervision and special educational work shall be undertaken to insure proper use and care of glasses after obtained.

116. Weighing and Measuring School Children. The classroom teachers shall be responsible for the monthly weighing of children enrolled in the classrooms when scales are available. Attention should be focused on growth gains. Failure to gain for three consecutive months should be reported to the physician. Height-weight-age relationships vary greatly among individuals, and are significant only to the examining physician. Teachers or pupils are not justified in keeping such tables or drawing any conclusions because of lack of conformity by individuals to published "norms."

117. Children Shall Be Vaccinated for smallpox within 30 days after entering boarding, day, and mission schools, unless there is evidence of a recent successful vaccination. The Health Regulations of this Office apply as to vaccination of staff members and employees.

118. Immunization. Looking forward to the prevention of school epidemics, the school shall cooperate with the health personnel in securing immunization of pre-school as well as school children against diphtheria. Where it is deemed advisable by the medical officer in charge, immunizations shall be given against typhoid fever. Except in cases of dire emergency, no immunization program shall be undertaken without previous preparation of pupils, and in day

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schools, of parents with regard to the purpose and manner of the proposed treatments. Notice shall be given in advance and appropriate educational work carried out so that the significance of these procedures in disease prevention is understood and accepted.

119. Care of Teeth. Proper provision for the care of the teeth of the children enrolled in all schools shall be made, including suitable equipment for brushing teeth, provision for the sanitary care of this equipment and an adequate, well-balanced diet.

120. Dental First Aid. Teachers may assume responsibility for administering dental first aid in cases where children are suffering from toothache until such time as a regular dentist arrives. If the emergency requires it, the teacher may arrange for dental services at once on a fee basis, in accordance with instructions issued by the Medical Division, pending the arrival of a dentist. In cases where the child is suffering pain from cavities, abscesses, or injuries to the oral cavity, the children should be sent to a dentist as quickly as possible.

121. Clinic Facilities. As rapidly as possible new school buildings in the Indian Service will be equipped with clinic facilities for use by physicians, field nurses, dentists, and other medical personnel in holding conferences or clinics. These may be used by school children, children of pre-school age, and adults of the community. The school personnel shall facilitate in every way the holding of conferences or clinics which shall be planned to make the maximum use of the available time of the medical personnel with a minimum of interference with the school program. In addition it shall be permissible when agreed to by medical and educational personnel to furnish bus service to bring adults and pre-school children to such a conference or clinic or to furnish transportation for periodically continuous treatments for such conditions as venereal disease, trachoma, certain diseases of the skin (such as scabies and impetigo), or other conditions demanding such treatment.

122. Educational Activities in Hospitals and Sanatoria shall be under the direction of the educational personnel subject at every point to the medical needs of the individuals as defined by the physician in charge. Occupational therapy where offered shall be concerned not only with taking the patient's mind off his immediate handicaps, but shall be

aimed at vocational rehabilitation and endeavor to give the patient a sense of constructive planning for his future security.

123. Children Having Trachoma shall be placed in schools offering specific medical treatment when possible. Where such schools are not available, suitable daily treatment by field nurse and teacher under medical direction shall be furnished in day or boarding schools.

124. Active Tuberculosis. No pupil suffering from active pulmonary tuberculosis in any of its stages shall be admitted to any Indian school. Those who develop evidences of pulmonary tuberculosis and those who develop the suppurative stage of glandular tuberculosis while attending school shall be isolated and given effective care until they can be transferred to an Indian Service hospital or sanatorium.

125. Primary Complex Tuberculosis. Certain boarding schools in the Indian Service may be designated for the care of the childhood type (non-positive sputum, non-infectious primary complex type of tuberculosis in children). In these cases sputum examinations should be made every six months, as well as X-ray examination of the chest. These children should be under constant medical supervision, the weight should be watched, and any unfavorable symptoms followed by examination and X-ray. If the sputum or X-ray examinations are positive, these children should be isolated from the remainder of the group and transferred to sanatoria as promptly as possible.

126. X-Ray Before Competitive Athletics. No pupil in any Indian school shall be permitted to participate in any form of competitive athletics until an X-ray photograph of the lungs and heart shall have been taken, submitted to a competent diagnostician, and a report received indicating that the student may engage in athletics without detriment to his health.

It is recommended that as rapidly as possible all students be given the Mantoux test and those above fourteen years of age showing a positive reaction also be X-rayed. In cases of children under fourteen, an effort should be made to discover contacts from whom the disease may have been contracted, and the local representative of the Health Division shall be notified.

127. Malnourished and Convalescent Children. It must be recognized that many Indian children received at board-



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ing schools have been malnourished and exposed to tuberculosis infection. Care must, therefore, be observed that the program of educational and institutional activities for children showing signs of malnutrition, over-tiredness, or loss of weight shall be modified, and additional lunches and opportunities for midday rest provided, so as to restore physical strength and decrease the possibility of illness. The program for each child shall be governed by the recommendation of the physician.

128. Children from Homes where they have been exposed to disease shall be cared for in accordance with the best arrangements which can be made for the individual by the local health and educational personnel.

129. Children Discharged from Tuberculosis Sanatoria or hospitals as arrested cases of tuberculosis or as convalescents from other disease **shall be readmitted** on physician's recommendation to boarding schools with a clear understanding that their programs of activity shall be modified to make full allowance for their physical condition and contribute to their rapid recovery. The convalescent period for pneumonia covers at least a full year following the attack.

130. Rehabilitation of Convalescents from Tuberculosis. One major responsibility of Indian Service vocational schools is to provide training in vocations which can be safely followed by students who have suffered from tuberculosis, but in whom the disease has been arrested. The training of each convalescent tuberculosis patient will have to be considered individually because of the varying health needs. The Vocational Rehabilitation Service is willing to cooperate in suggesting vocations and sometimes supplying funds for training. State Departments of Education or the Indian Office will be able to furnish the name of the vocational rehabilitation officer for any state. Vocations have been found most successful, which will keep arrested cases out of doors where work is not too heavy and hours not too exacting, or some light, indoor sedentary work. Poultry raising, floriculture, horticulture and all kinds of clerical work or typewriter repairing are suitable. Cases which cannot be handled locally may be referred to the Indian Office for assistance.

131. Venereal Disease. No pupils shall be refused admission to an Indian Service boarding school because the physical examination shows evidences of active or latent syphilis or gonorrhea, but they shall be admitted, isolated as

long as infectious, and given immediate treatment which shall be continued until cured.

In our schools there has been entirely too much exaggeration of the frequency of the occurrence of these several diseases, and one of the social responsibilities of the school is to contribute to the control and elimination of diseases of this type. In so doing boys and girls will be taught that the proper procedure in the control of such conditions is to seek authoritative medical treatment. Thus, the educational obligation of the school will be properly met.

132. Children Having Infectious Diseases shall not be detailed to work in kitchens, dining rooms, dairies, bakeries, or any other place where food is handled.

133. No Overcrowding shall be Practiced at Government Indian schools. Use of double-deck beds and other undesirable means of caring for children in excess of proper capacity shall be discouraged. U. S. Army standards may serve as a guide. In determining the number of children to a dormitory, six by ten square feet of floor space per child should be allowed, providing the ceiling is not less than ten feet high. Beds should be placed so that faces are at least five feet apart, thus helping to prevent the spread of respiratory infections. When these standards cannot be met otherwise, the practice of sleeping alternately head and foot shall be followed. Dining rooms and classrooms should allow ample space for comfort of students.

134. Lavatory, Bath and Toilet Facilities shall be ample for the number of children accommodated in each building. Standards usually accepted for toilets in school buildings are one seat for every 15 girls, one seat for every 25 boys and one urinal for every 15 boys. In dormitories where bath tubs are used, one bath tub is required for each 6 to 8 children; one shower head is required for every 8 children; one toilet for 8 to 10 children, one lavatory, running hot and cold water, for each 4 children, and one urinal for 8 boys. Out of respect for privacy, partitions which separate toilet stools in girls' toilets shall be provided with doors. Adequate receptacles for the handling of discarded sanitary pads shall be provided in toilet areas used by adolescent girls. Toilet seats are not to be removed, and there shall be provision for toilet paper in individual stalls. Toilet facilities for students and faculty shall be provided in school buildings as well as dormitories. Proper supervision shall be provided, and children

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shall be trained to accept responsibility for keeping baths and toilets used by pupils clean and in sanitary condition at all times.

135. Privies. Where privies are used, they shall be so situated as to avoid the possibility of contaminating the water supply, and built so that they can be easily cleaned and kept in good condition. The pit of the privy shall be constructed and maintained fly-tight. Seats that automatically close shall be provided. Specifications of the United States Public Health Service should be followed. Use of dry earth is both cheaper and more satisfactory than lime or ashes in privies of the common type, as it permits moving the privies without interfering with the use of the land. A bucket of dry earth and a tin should be conveniently available and children taught to use just enough earth to suffice.

136. Toilet Articles. Each pupil shall be supplied with individual toothbrushes, tooth powder, comb, hair brush, and towels, and whatever measures are requisite must be taken to insure individual use of each of these articles.

137. Tasks Assigned Small Children should be suited to their strength. Three or four small children should not be assigned to carry heavy baskets or do other work which would be improper for one of the children to do alone. There should be small baskets and short brooms for use by these children.

138. All Work Details should be classified as heavy usual, or light, and assignments should be made with the capacity and educational needs of the individual child in mind. Special care should be exercised to give convalescents and arrested tuberculosis cases light duties when a detail is approved by the physician.

Institutional work is to be performed by the larger and stronger pupils. Membership in athletic teams and various student clubs does not warrant excusing larger students from work details suited to their size and strength.

139. Daily Schedule. The daily schedule in boarding schools shall be arranged to permit a sufficient number of hours sleep for all children in accordance with the requirements of each age group. The following standards are generally accepted:

Age 6-7 requires 11½ hours sleep.

Age 8-9 requires 11 hours sleep.

Age 10-11 requires 10½ hours sleep.

Age 12-13 requires 10 hours sleep.

Age 14-15 requires 9½ hours sleep.

Age 15 to adult requires 9 hours sleep.

Young children in both boarding and day schools shall have shortened classroom sessions, which will not overtax them.

140. The Rising Hour for Small Children shall not be unreasonably early, and opportunity shall be given for mid-day rest, for they require a great deal of time for play and relaxation. Arrangements shall be made for short relaxation periods at frequent intervals during the day.

141. The Diets of Indian People have varied from place to place largely in terms of what was available in the environment. The Eskimo, for example, has become dependent upon fish, seal oil, native berries, and reindeer meat, among other things, while the Navaho have depended largely upon mutton (including complete use of the viscera), corn, squash and the fruits and seeds of certain native plants. In each instance there has been a tendency for each group to build up a well-balanced diet which has produced strong teeth and healthy bodies. In some instances native tabus against the use of certain foods still exist, as in the case of the Navaho and Apache who may not eat fish or fowl. The introduction of different food habits in Indian schools and among Indian people, many times accompanied by the neglect or destruction of native sources of food, has frequently worked a hardship upon the native people. Utmost care should be used in planning the dietary of our boarding schools. It is urged that due respect be given to native food customs and that wherever distinctive foods are used and have become the accustomed diet of children and adults alike, these foods should be included in the dietary of the school. Where tabus exist, these must be respected. Whenever changes have been made either through destruction of natural foods or introduction of new foods by the trader the school must make every effort to teach the essentials of nutrition as they pertain to balancing a diet and the relation of diet to health and disease.

142. Adequate Meals which are attractively served and have adequate variety and which meet the standards set by the Indian Office shall be provided at all schools. Menus and aids for planning meals are available in the "Manual for Cooks in the Indian Service."

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143. Provision for a Light Lunch such as graham crackers or bread, with fruit juices, or the local native equivalent, should be made for small children in boarding schools sometime during the forenoon, and possibly a glass of milk, with fruit or crackers in the afternoon. There is too long a time from breakfast to dinner and dinner to supper for these children to go without food.

Children attending day schools in Indian villages should be allowed to return to their homes for the noonday lunch if their parents can provide them with this meal. When this is done arrangements may be made, if necessary, to supplement the home feeding with milk or other nourishing food served at the morning and afternoon intermissions. Provision should be made for serving a light lunch on arrival and before dismissal, to all children who travel long distances to reach day schools and have left home at an unreasonably early hour.

144. Ventilation. Air is heated for the purpose of surrounding our bodies with an atmosphere which is healthful, comfortable, and suited to our work. Whether or not the atmosphere is comfortable or uncomfortable depends on the temperature, humidity, and the rate of air movement. It is desirable to maintain a physical environment wherever it is possible to do so which most nearly meets the health needs of the largest number of individuals in the room; the others by adjustment of clothing can accommodate themselves more or less to the selected condition. For methods of securing satisfactory ventilation see INDIAN EDUCATION, Issues No. 9, 21 and 46.

145. Lighting. Suitable window shades should be provided so that direct sunlight or glare on desks and tables where children are working can be controlled. There is general agreement that from 10 to 20 foot-candles of light are required for safe reading of normal print. Windows must not be so curtained as to prevent any part of the room being well lighted even on dark days. Drapery designed to give color to a room should be placed over the wall or frame rather than over the glass so that needed light is not excluded.

Dark woodwork should be painted a light color and any unused blackboards which absorb the light should be removed or covered in order that light may be reflected rather than absorbed.

"Provision for a light lunch, should be made for small children. If necessary in day schools, supplement the home feeding with milk or other nourishing food (cod liver oil)."

Pine Ridge Day Schools—Courtesy Helen Post.

146. Screens Required. Kitchens, dining rooms, and all places where food is served or kept, must be screened. Every effort must be made to exclude flies and mosquitoes in buildings and in the neighborhood. Heaps of manure or of refuse and all other breeding places of flies must be removed frequently. The control of flies should be an educational activity with children.

147. Health Measures. Indian Service doctors shall test school water and milk at frequent intervals, test smears from dishes after washing, and otherwise check efficiency of health measures. Facilities should be furnished them for so doing.

148. Disinfection of Dishes. Dishes are a recognized means of spreading disease. All dishes and cutlery used in the students' dining room must be disinfected after each use. To accomplish this, the work of dishwashing must be supervised to meet the prescribed standards. (INDIAN EDUCATION, Issue No. 33, 45, 50 and 52.)

149. All Wells, Springs, Cisterns and Other Sources of Drinking Water shall be enclosed and properly protected from contamination. Streams supplying drinking water shall be protected from contamination both at the intake and along the course of the stream above the intakes. No water that is suspected of being contaminated shall be used in schools for drinking or other purposes until it has been boiled or chemically treated, and samples shall be sent to suitable laboratories for determination of the bacteriological content, at such intervals as may be recommended by laboratories.

RECORDS AND REPORTS

150. An Annual School Census shall be submitted as of June 30 of each year on Form 5-255a, with recapitulation on Form 5-255, by each superintendent in accordance with the Act of July 4, 1884, Section 9, providing in part,

"That hereafter each Indian agent be required in his annual report to submit a census of***the number of school children between the ages of 6 and 16 years, the number of school houses at his agency, the number of schools in operation, and the attendance at each***."

The school census is required from superintendents in states having state contracts for education of Indian children as well as from all other superintendents. The census form provides for children from 6 to 18 years, which meets the requirements of the above act.

Information regarding tuition and special services shall be submitted on Form 5-255c.

151. A Permanent School Census Card shall be kept for each child of school age on each reservation in the form of an index of all children of school age, on Form 5-255b. This index shall be used as a basis for making up the annual school census. (Section 150.)

The education field worker, when available, shall be responsible for preparing and maintaining the school census of Indian children of the reservation.

152. Attendance Reports shall be rendered regularly for each Government Indian school on Form 5-246, in accordance with instructions contained on the form.

153. A Cumulative Record of All Pupils at any time in attendance shall be kept at each school on forms approved by the Director of Education. A copy of this record shall be transferred with the pupil from school to school. This record shall include the vocational achievements of each pupil. (See section 80.)

154. Presence in Person. Enrollment on the date of opening school in the fall, for the purpose of reporting and for statistical purposes, shall be the number of pupils present in person. All reports shall be prepared accordingly. Students who have enrolled during the prior school year and who are expected to return in the fall may be carried on the school rolls, but not on reports, for a period of 30 days after school opens.

155. Summer Attendance. The first boarding school attendance report for the school year shall show the average attendance of students retained at the school during the summer. This information will be used as a basis for allowing summer subsistence money.

156. Pupils on Leave from any school shall be dropped from the rolls unless there is a strong probability of their returning. In no case shall they be carried longer than 30 days. Pupils who have left a nonreservation school without permission shall be dropped from the rolls at the end of 30 days.

157. Teachers' Daily Records. Each teacher shall keep an accurate daily register of all pupils under his instruction and file this register in the office of the principal, where it shall be kept accessible.

158. Average Daily Attendance of students in government Indian schools shall be computed in accordance with the following requirement of existing law:

"*****The number of pupils in any school entitled to per capita allowance hereby provided for shall be based upon average attendance determined by dividing the total daily attendance by the number of days the school is in session." (25 U.S.C. 296.)

159. A Permanent File of Official Communications, bulletins, INDIAN EDUCATION, and other materials received from the Commissioner of Indian Affairs, the Director of Education, Supervisors, or other officials, shall be kept at each school. These communications are the property of the school.

160. Printing. Printing of all kinds is subject to strict regulation by law, and by regulations of the Joint Committee on Printing, and the required forms must be submitted promptly through the Office. No printing may be authorized by any Indian service employee where payment is to be made from Federal funds including Indian Moneys, Proceeds of Labor, except at authorized Indian school printing plants, without prior approval of the Indian Office.

SCHOOL PERSONNEL

161. Physical Examination. An opportunity shall be provided for every employee to have a thorough physical examination once every year. Such examinations may be given by personnel of the Medical Division, but should be arranged in advance to meet the convenience of both the medical staff and employed personnel. Any findings indicative of tuberculosis are to be checked by X-ray, and the results reported to the employee.

In instances where the physical condition of an employee appears to be interfering with efficient performance of his or her regular duties, the agency superintendent or Commissioner of Indian Affairs may require that he or she be given a thorough physical examination, and the result reported to the Indian Office.

The Health regulations of the Office apply fully to all employees of the Education Division.

162. All Food Handlers, whether employees or students, shall undergo a thorough physical examination prior to assignment to such duties and at such intermediate times as may appear desirable. Anyone found to be suffering from active tuberculosis, venereal or other communicable diseases, shall not be assigned to dairy barn, kitchen, dining hall, or

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other food handling duties, until certified by the physician in writing to be no longer a source of infection. Food handlers shall meet the laws and regulations of their own states.

163. Hours of Service. The laws limiting the hours of daily service to be required of laborers or mechanics in the employ of the United States do not apply to employees at Indian schools; they are regarded as teachers in their respective positions, being required to give instruction to pupils in addition to performance of their regular duties.

164. Membership Fees in Associations may not be paid from Government funds:

"No money appropriated by this or any other act shall be expended for membership fees or dues of any officer or employee of the United States or of the District of Columbia in any society or association or for expenses of attendance of any person at any meeting or convention of members of any society or association, unless such fees, dues or expenses are authorized to be paid by specific appropriation for such purposes or are provided for in express terms in some general appropriation."

Act of June 26, 1912 (37 Stat. 184).

165. If Travel and Other Expenses of Attendance at non-government meetings or conventions is desired in connection with the service performed by Government employees or officials, advance authority will be required to comply with the provisions of the annual appropriation act placing a limitation on the amount which may be expended for that purpose. Requests for authority to attend meetings should be submitted to the Commissioner of Indian Affairs early enough to insure approval prior to the date of the meeting.

Except in cases where the Indian Office has announced its intention to provide additional money, no additional authorization of funds is contemplated to cover travel expenses and per diem involved, and attendance of field personnel is contingent upon applicable funds being available for the purpose. The limitation on the payment of expenses carried in the appropriation act applies regardless of the fund used, and whether or not the expenses are paid from the special allotments for the purpose.

166. Attendance at State and Regional Meetings may be approved by superintendents under the following conditions:

Wherever feasible, educational personnel, including principals, teachers, and other educational employees, home

economics and industrial instructors, education field workers (visiting teachers) and advisers may be detailed on Government time to attend meetings of state and regional education and social welfare associations held within reasonable distance of their place of work. The use of Government cars will be allowed, also gas and oil from Government tanks, but no per diem or other expense except upon prior authorization in accordance with sections 164 and 165.

Superintendents should issue individual details covering travel involved. (See Cir. 2976.)

In determining who can be spared for attendance at such meetings, reservation superintendents will consult their reservation or school principal, or superintendent of education. There is no objection to suspending classes to enable teachers to attend these meetings. This section constitutes authority for attendance.

167. Annual Leave will be allowed at such times as will least interfere with the duties of school personnel. If it becomes necessary to ask for leave at other times, a full explanation should be given.

168. Educational Leave will be allowed members of the Indian school service in accordance with the acts of Congress and conditions set out below:

"Provided, That hereafter teachers of the Indian Schools, and physicians of the Indian Service may be allowed, in addition to annual leave, educational leave not to exceed thirty days per calendar year, or sixty days in every alternate year, for attendance at educational gatherings, conventions, institutions, or training schools, if the interest of the Service requires, and under such regulations as the Secretary of the Interior may prescribe and no additional salary or expense on account of this leave of absence shall be incurred." Act of August 24, 1912 (37 Stat. 519), as amended by the acts of August 24, 1922 (42 Stat. 829) and May 8, 1928 (45 Stat. 493).

(a) Educational leave is not designed for the benefit of the employee, but for the improvement of the school and the welfare of the children enrolled. Personnel entitled to the privilege may be required to take educational leave for self-improvement when in the opinion of the school or reservation principal (or superintendent) his services will be improved thereby; or the leave privilege may be granted, on request, to teachers who have demonstrated their capacity for self-improvement and who submit a plan of study which appears advantageous to the service. Educational leave is

not a privilege which may be claimed as a result of continuing service.

(b) All educational personnel actually giving instruction may be allowed educational leave provided their absence will not seriously interfere with carrying on the work of the institution. Office approval is required for educational leave for travel, and full details should be furnished with requests. No additional salaries or expenses on account of this leave shall be incurred.

(c) The Office reserves the right to designate from time to time certain specified institutions to be attended by education personnel during any particular summer.

(d) Institutes for educational personnel held at designated Indian schools during the summer provide in-service training for personnel already employed. Employees who are eligible for educational leave will use it for attendance at the summer institutes; other personnel may be detailed by their superintendents. There shall be no expense to the Government involved except the regular salary of the employee.

(e) Educational personnel leaving the service within a year after taking educational leave or without having earned the entire time taken, and those not making good use of the time may be required to apply such leave to annual leave or leave, on the form prescribed (Form 5-251) certified evidence salary for the time taken, particularly if it appears that the employee contemplated resigning at the time educational leave was applied for.

(f) Persons taking educational leave shall submit through their superintendents immediately at the close of the leave, on the form prescribed (Form 5-251) certified evidence by the institution attended showing period of attendance and work done.

(g) Instructors of the Indian Service will not be allowed details to attend non-government summer sessions in addition to educational leave, as such details would in effect extend the amount of leave authorized by Congress.

(h) Superintendents may approve educational leave coming within the provisions of this section. Any variations therefrom will require Office approval. When requests for approval are submitted, full details should be furnished.

169. Half-Day Absences shall be allowed all employees whose work is not confined to usual and ordinary

daily hours of service during week days or who have extra duties to perform so that each may be off duty during a period of one-half day a week throughout the year. Superintendents or principals in charge of schools shall arrange the hours of duty to make this possible. The privilege may be denied when the necessities of the school require that any employee remain on duty or if any additional expense would be entailed.

Employees who do not fall within the foregoing classification will be allowed only the Saturday half-holiday, as defined by Executive Order, when they can be spared from duty.

Half-day absences allowed under the preceding paragraphs will not be considered leave of absence nor deducted from the annual leave to which any employee may be entitled.

170. During the Period When School is not in Session teachers and other members of the staff as detailed, should be given freedom from routine school matters to visit the reservations and acquaint themselves with home conditions of pupils. Time thus spent should be regarded as a detail and not charged against leave of any kind. Superintendents will be responsible for providing transportation, equipment, and supplies needed, to make the work effective.

171. Special Details may be arranged for employees other than teachers when in the judgment of the superintendent it becomes necessary for an employee to acquire additional knowledge and experience. The employee may be detailed to an institution or a commercial establishment offering opportunity for experience and instruction, or both, which will increase the usefulness of his or her services. Such employees may also be detailed to Indian Service summer schools discussed in Section 168 when considered advisable. There shall be no expense to the Government except the regular salary of the employee.

172. During Holidays work shall be as light as possible for all employees consistent with proper care of children remaining in school.

173. Efficiency Reports on Probationary Employees must be rendered promptly. This is particularly important in case of probationary employees. Successful probation involves more than merely meeting technical requirements and should be interpreted as embracing also: evidence of good

health, satisfactory adjustment to isolation, and such other personal qualities as are desirable in permanent employees. Favorable reports on probationary teachers are likely to result in permanent appointment. Reporting officials should not make favorable reports on employees whom they would be unwilling to continue on their own jurisdictions.

174. Personal Business Affairs. The department will not undertake to regulate the conduct of employees in respect to personal business affairs, but disregard of commercial obligations will be regarded as lessening the value of the employee to public service.

175. Social Affairs. The department has no intention to regulate the social relations of employees when not on official duty, provided these do not interfere with the interests of the school, their fellow employees, or their own efficiency.

176. Pupils in Employees' Rooms. Employees may not have pupils in their rooms except for official reasons and with express permission of the officer in charge of the school.

EMPLOYEES—BOARD AND CLUBS

177. Board of Employees at Government-maintained Tables will not be generally approved but where reasonable board cannot be obtained elsewhere, or where good administration requires employees to eat with the children or with parents, board may be furnished subject to the following conditions:

178. Board at Government-maintained Tables will be charged at the rate of \$15 per month for employees, except when the meal is prepared by the employee with the assistance of the children. In that case the rate will be \$10 per month. This latter ruling holds for teachers in the cottage dormitories. A pro rata charge at the \$15 rate shall be made for meals of other employees whose duties require them to supervise the children while at meals. This applies to employees in day schools. When employees are furnished subsistence at Government-maintained tables under this paragraph there shall be no difference between the food served the Indian children and that served employees.

If the employee misses more than three consecutive meals, proportionate deductions will be allowed for meals not taken. No deductions will be allowed for less than three

consecutive meals. It is expected that whenever possible employees will give notice when meals will not be taken.

179. Board for Husbands or Wives of Employees. In a few cases husbands or wives of employees required to eat at the children's table in accordance with the above provisions are also authorized to eat at the children's table in lack of other facilities or because their assistance with the children is needed. In such cases where assistance of the husband or wife is needed by the school there will be no objection to employment of such husbands and wives under the title of assistant housekeeper or laborer on the irregular labor roll at an hourly rate sufficient to cover the actual deduction for meals. Prior Office authority should be secured for such employment.

180. Board for Children. One-half the usual rate shall be charged for children between the ages of 5 and 12 years. There will be no charge for children under 5 years.

181. Office Approval Not Required. It will not be necessary to obtain Indian Office approval for an employee or members of an employee's family to take meals in the school dining hall or at the hospital table. This authority is delegated to the superintendent. However, when such permission is granted an employee, it will be necessary to attach such statement to the first payroll on which deduction appears.

182. Irregular Laborers:

(a) Irregular laborers who take their meals continuously over a period of one month or more should be charged therefor at the rate of \$15 a month, where the monthly wage is at a rate of more than \$50. Where the monthly wage is at a rate of \$50 or less, board will be charged at a rate of \$10 a month.

(b) All other irregular laborers should be charged 25c a meal as heretofore.

183. Checks for Board. Where regular or irregular employees are paid from the same fund from which the Government table is supported, the employee's check should be drawn in a corresponding amount less, and the amount saved on salary may be used as savings, subject to the regulations.

(a) Where employees, either regular or irregular, are paid from different funds, the check must be drawn in the full amount earned, and the amount charged for board should be collected from the employees and deposited as Miscellaneous Collections.

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184. Guests who are not Government Officials (sec. 185) should be charged at the rate of 25 cents a meal. Indian parents who visit their children may be allowed to eat at the pupil's table occasionally without charge, in the discretion of the superintendent.

185. Traveling Officials. No charge should be made for board or lodging to traveling officials, whether they are on a per diem or an actual expense basis. Not less than one-fifth of the authorized per diem rate will be deducted for each meal and for lodging furnished without charge by a Government agency. This section does not refer to meals taken at the employees' club.

186. An Employees' Club shall be maintained when required for the convenience of employees at the various jurisdictions. The superintendent shall be ex-officio president of this club. This assures responsibility for maintenance of a satisfactory club at a reasonable pro rata figure for employees and visiting officials.

187. No Purchases of Furniture for schools or school employees shall be made without prior approval by the Indian Office.

188. Furniture for Quarters shall be allowed only in accordance with instructions issued by the Indian Office. As deductions from salaries of field employees are made on account of furnished quarters it is essential that comfortable provisions shall be made for them. The superintendent shall see that quarters are supplied with the necessary non-expendable furnishings of the same quality as furniture allowed for school quarters under annual contracts. Each employee taking over a set of quarters should be given a complete property list of the furnishings in his quarters and required to receipt for them.

189. Guest Rooms. Adequate provision shall be made for one or more guest rooms at every Indian Service boarding school and where possible at remote or isolated day schools. Wherever possible and as rapidly as possible, such quarters should be arranged in some structure other than the superintendent's or principal's residence. If necessarily in the same building as the superintendent's or principal's residence, guest rooms should be provided with a separate entrance. They should be comfortably furnished, heated, lighted, and properly cared for and equipped with separate bathing and toilet facilities.

190. Care of Guest Room. Adequate financial provision is contained in school support moneys for the cleaning, laundering, and other care of guest room facilities at schools. Where it is deemed necessary to make an additional charge to federal employees from whose per diem a deduction is automatically made for the use of government quarters, explanation of this necessity should be forwarded to the Indian Office and approval received.

(a) A guest room should be given the same thoughtful consideration and care that a room in a high class hotel receives, namely:

- (1) Clean floors, walls and ceiling.
- (2) Fresh curtains, clean, well-screened windows.
- (3) Clean porcelains, mirrors, pitchers and glasses.
- (4) Clean linens—sheets, cases, towels, spreads.
- (5) Clean blankets or comforters.
- (6) Refills of stationery, blotters, ink, pens.
- (7) Stand for travelling bag.
- (8) Clean furniture.
- (9) Clean private bath.
- (10) Absence of any type of household insects whether it be flies, mosquitoes, bed bugs, roaches or what not.
- (11) A well-made bed.
- (12) An adequate light for working.

Non-official visitors should be charged a reasonable rate for use of the guest room.

(b) It will take a carefully trained person to keep the guest room in the above described condition. Many jurisdictions will wish to use the guest room as a training project for students. Where no students are available a competent person should be made responsible for training someone to do the job well. Adequate payment should be made for this work.

(c) It is not deemed desirable to allow students who may care for guest quarters as a project in connection with their home economics work, or for which they receive compensation, to receive tips. There are two reasons for disapproving this practice. First, in some areas and under certain conditions amounts received from tips have greatly exceeded compensation which such students could legitimately expect

to receive under normal circumstances after graduation. Second, a great many students whose activities are not immediately apparent, contribute to the comfort of guests but do not share in such gratuities.

A suitable person such as the home economics teacher who would understand the upkeep, or a girls adviser who is often called upon to act as hostess, should be given authority and held responsible for carrying out these requirements.

191. A Sitting Room for Employees shall be provided at each boarding school. This room shall be adequately lighted and heated at government expense.

192. Equipment for the Employees' Club and Sitting Room shall be in accordance with furnishings authorized by the Indian Office and purchased by the Government for general use under service contracts or otherwise. Superintendents will take steps to insure proper responsibility for Government property issued to clubs.

193. Where Both Husband and Wife are Employed at an Indian boarding school they will be required to board at the employees' club unless suitable housekeeping quarters are available. Space needed for pupils shall not be used to allow employees to have housekeeping quarters. In cases where housekeeping quarters are provided and both husband and wife are employed, a competent housekeeper shall be engaged by the couple. The employment of an Indian school girl as housekeeper will not meet this requirement. Where the wife is not employed, Indian school girls may be employed at such times as their school duties permit. Approval by the Indian Office is necessary for any change from these requirements.

194. Upper Grade Pupils may be Employed by the staff for such duties as meet with the approval of school authorities providing the pupil is properly paid for his services and such employment does not interfere with school activities.

PREFERENCE IN EMPLOYMENT OF INDIANS

195. Indians Preferred. It shall be the policy of the Indian Office to employ qualified Indians in all branches of the service. Preference is given to Indians for both classified and unclassified positions for which they possess the requisite qualifications, and in filling positions in the unclassified service the agency superintendent or his authorized representa-

tives shall be responsible for selecting only Indians whose training and capacities fit them to fulfill adequately the requirements of the position. This policy is supported by the following legislation:

"Provided, That Indians shall be employed in the transportation of supplies and in other work connected with the Indian Service wherever practicable." Act of March 3, 1893 (27 Stat. 326).

"That in the Indian Service, Indians shall be employed as herders, teamsters, and laborers, and where practicable in all other employments in connection with the agencies and the Indian Service. And it shall be the duty of the Secretary of the Interior and the Commissioner of Indian Affairs to enforce this provision." Act of August 15, 1894 (25 U.S.C. 44).

"That hereafter the Commissioner of Indian Affairs shall employ Indian girls as assistant matrons and Indian boys as farmers and industrial teachers in all Indian schools when it is practicable to do so." Act of June 7, 1897 (25 U.S.C. 274).

"The Secretary of the Interior is directed to establish standards of health, age, character, experience, knowledge, and ability for Indians who may be appointed, without regard to civil service laws to the various positions maintained, now or hereafter, by the Indian Office, in the administration of functions or services affecting any Indian tribe. Such qualified Indians shall hereafter have the preference to appointment to vacancies in any such positions." Act of June 18, 1934 (48 Stat. 984, Sec. 12).

Indians employed under the above provisions of law shall meet standards set up by the Indian Office for performance of duties of the positions to which they may be appointed.

196. Apprentice Educational Employees. To facilitate the placement of qualified Indians, Congress has approved the appointment of adequately trained Indian college graduates as apprentices in various types of positions in the Education Division. A two-year apprentice program has been organized for young college graduates who will be placed for training purposes with exceptionally capable teachers, social workers, advisers, or other employees. Appointments will be made at a minimum salary of \$720 with possible promotion at the end of the first year to a salary of \$1,200, and if the apprentice period has been satisfactorily completed and there is a vacancy, full appointment at \$1,620 at the beginning of the third year. Such apprentice appointments are limited to persons of one quarter or more Indian blood whose training is equivalent to the Civil Service requirements for the positions to which they aspire. While

apprentices will receive guidance from travelling officials concerned with the in-service training program, they are considered employees of the agencies to which they are assigned and they are directly responsible to the training teacher, principal of the school, and reservation superintendent. Their communications with the Indian Office will follow the usual channels.

BUILDINGS AND GROUNDS

197. Names of Buildings and Places. Any proposal to name a natural object, locality, project or new building under the jurisdiction of the Indian Service, shall first be submitted to the Indian Office for consideration and reference to the United States Board on Geographical Names.

198. A Plot Plan of the grounds, plans of the buildings, and all essential data concerning grounds and buildings shall be kept on file at each school. The map must show the location of water, sewer, gas and steam pipes. A copy shall be placed on file in the Indian Office.

199. Repair of Buildings. It shall be the duty of the superintendent with the assistance of the principal and with the cooperation of the Construction Division of this service, to maintain all buildings, equipment and other property in good physical condition and repair, and to use funds available to prevent undue deterioration.

200. School Grounds. No new building shall be erected or landscaping undertaken which is not in conformity with an accepted plan for future developments unless the plans for the building and its proposed location shall have been specifically approved by the Indian Office.

201. Native Plants. In the landscape development of the various schools it is recommended that consideration be given to the use of native grasses, shrubbery, and trees as climatically better suited to the regions than varieties imported from other areas.

202. A History Card giving full data with regard to every Indian school plant on forms prescribed by the Office, shall be filed with the Indian Office. So far as information is available these cards shall be filed for former schools, now closed, showing disposition of the plant.

203. Trees and Shrubbery. No healthy shade or fruit trees at Indian schools or agencies in arid sections of the

country shall be destroyed without specific permission from the Indian Office. Generally throughout the service it shall be the policy to preserve trees and native shrubbery.

204. Insect Damage. If insects are damaging trees and cannot be controlled locally, a description of the damage done and specimens of the insects should be supplied the State Agricultural College or the Bureau of Entomology and Plant Quarantine, Department of Agriculture, and advice requested as to the proper methods of control.

205. Permits Covering Use of Indian Service School Plants will be required on form approved by the Commissioner of Indian Affairs in all cases where Government or tribally-owned school property is used by public school districts or any agencies other than those of the Federal Government. (See Title 25, C.F.R. Ch. I, Part 46, Sec. 46.19.)

(a) **Bonds.** To protect the bonded superintendent, a bond will be required of the representative of the school district or other agency requesting use of the property.

(b) **Insurance.** Buildings shall be insured by the permittee in an amount which will protect the district or other agency, and permit replacement in case of destruction by fire, flood or tornado; insurance money to be covered into the Federal Treasury or used to replace the structure.

(c) **Repairs.** Those agencies using such plants must bear the expense of maintenance and repairs in return for use of the buildings. Superintendents are directed to have the plants inspected from time to time to see that they are kept in repair. If school officials or others using the plants neglect to make necessary repairs when the matter is called to their attention, the facts should be reported to the Commissioner of Indian Affairs.

(d) **Government Quarters.** Permits will also be required when public school teachers, missionaries, or others occupy government quarters, except as transients, whether single rooms, apartments or cottages, and a suitable consideration shall be charged for use of such quarters.

(e) **Equal Treatment.** Persons using quarters under a permit shall receive the same treatment as government employees in the same circumstances and shall be furnished light, heat, and water when these utilities are provided others living in the building.

206. School Lands and Reserves. In order that there may be effective educational and productive use of school



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lands and reserves, any land purchased, reserved, or set aside for school purposes shall remain in the status of school land until formal release by the Education Division of the Indian Office. There is no authority for superintendents to approve use of school lands by other divisions without approval of the Education Division of the Indian Office.

When any school is closed, the plant and lands remain school property until released by the Education Division. Receipts from leases on any such lands, produce raised thereon, or any other income therefrom, is school income, and when to be used as "Indian Moneys, Proceeds of Labor" shall bear the notation "School" in citing the fund. Many schools are closed temporarily because of a shift in population, the operation of good local public schools, or other similar reasons. Later the conditions change, and it becomes necessary to reopen the school. Expenditures are involved in such re-opening which should be met from receipts from the school property, if any, during the period it was closed. Receipts from such school areas, therefore, must remain available for educational purposes.

A recent decision by the General Accounting Office authorizing use of "Indian Moneys, Proceeds of Labor" produced at schools later abandoned, for educational purposes for children of the areas served by the former Indian school, indicates its concurrence in the viewpoint set out herein.

207. No Church, Chapel, Mission, or other building belonging to any non-government organization shall be erected on school property without prior approval of the Education Division of the Indian Office. Preferably such buildings should not be located within one-half mile of a government school.

FARMS AND DAIRIES

208. Supervision of Farms and Dairies. All school, hospital and sanatorium farms and dairies shall be under the supervision of the Education Division.

209. Receipts from Sale of School Livestock and Produce of school lands and reservations, and receipts from leases on school property, shall be taken up and deposited to the credit of the school. This includes property at schools not in operation, until formal notice of their abandonment for school purposes has been filed with the superintendent.

210. Branding. All Indian school livestock shall be branded or marked with the IDS brand. The location of the IDS brand on livestock or any authorized modification or addition to said brand shall be governed by branding regulations applicable to the particular jurisdiction.

Calves should be branded at the spring and fall round-ups. All brands must be recorded with the State Stock Growers Association or similar organization.

211. Farm Accounts shall be kept on all farm and dairy operations carried on at Indian boarding and day schools. See Secs. 220 and 221 regarding reports.

DAIRY HERDS

212. Breed. In general, Holstein-Friesian cattle are considered best suited for the dairy herds of the Indian Service. In specific instances herds of a different breed may be approved. However, it is not considered good practice to maintain several breeds within the same herd.

213. Purchases. While care should be observed to obtain and maintain cows which produce adequate quantities of milk, this should not be interpreted as approving only the purchase of pure bred registered animals, for grade cows will frequently give equally satisfactory results from the standpoint of milk production.

All purchases of male and female dairy stock whether to be used for production or breeding purposes must first be approved by the Education Division of the Indian Office in accordance with the procedure prescribed for such purchases. Requests for purchases of such animals must be accompanied by an authentic statement and description of each animal.

The Standard Indian Service Specifications on dairy and beef bulls, pure bred cows, and grade cows will govern the purchase of such animals for use in the Service.

214. Tuberculin Test. All animals shall be tuberculin tested at the time of purchase and at least once a year thereafter. Efforts should be made through local representatives of the Bureau of Animal Industry, Department of Agriculture, to obtain their cooperation in making the tests.

Animals reacting to the tuberculin test must be disposed of at once and prior Office authority in such instances is not necessary.

215. Contagious Abortion. (Bang's Disease). Dairy cattle should be tested for contagious abortion, but in view

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of the lack of authoritative information on the control of this disease reactors to the tests should not be slaughtered for that reason alone. They should be isolated and reported to the Indian Office for further instructions.

216. Cow Testing Associations. All U. S. Indian Service herds should be members of the Cow Testing Associations.

217. Dairy Sires. There shall be a high quality bull to head each herd. Bulls must not be allowed to run with the dairy herd. Such practice is detrimental to the sire, and interferes with the proper keeping of the breeding records. Proper quarters should be provided to afford safety and ease in handling, comfortable protection from the weather, and provision for exercise.

218. The Sanitary Construction of Dairy Units, their equipment and operation will be governed so far as practicable by the United States Public Health Service Milk Ordinance and Code.

(a) Medical officers of the service will inspect the dairies, on the jurisdictions where they may be located, at least once each month and will report immediately to the superintendent in writing any unsatisfactory conditions which they may find. The medical officer will make follow-up inspections to see that unsatisfactory conditions have been corrected.

(b) The Health Division will make bacterial counts of composite samples of milk from each herd at least twice each month, and at such other times as may be considered advisable by the Health Division. Health units will properly equip themselves to make these tests (outlined in the United States Public Health Service Milk Ordinance and Code) and having made them, will promptly report the results to the superintendent in writing.

(c) The dairyman or other person in charge of the dairy will attach a copy of the medical officer's inspection report as well as the bacterial count report, to his regular monthly dairy report.

219. Pasteurized Milk, where obtainable, should be furnished Indian schools, hospitals and sanatoria in preference to raw milk. Effort should be made to equip each service dairy with pasteurizing equipment and a suitable milk house.

220. Dairy Reports. Monthly and yearly reports of the herd are to be rendered to the Indian Office.

221. An Annual Farm Report on forms provided for the purpose is to be made each year to the Indian Office.

222. Milk Rooms, Dairy Barns, Clothing and Yards.

Milk rooms shall be used for dairy purposes only. The floors, walls, ceiling and equipment therein shall be kept clean at all times. All means necessary for the elimination of flies shall be used. The milk room shall be provided with cooling and handling facilities for milk and for the washing and bactericidal treatment and storage of milk utensils and apparatus.

(a) The dairy barn shall be kept in a clean and sanitary condition at all times. No horses, pigs or fowl shall be permitted in parts of the barn used for milking.

(b) Cow yards shall be graded and drained as well as practicable and the dairyman shall be responsible for the yards being kept clean. All manure shall be removed as quickly as practicable.

(c) The udders, flanks, bellies and rear quarters and tails of all milking cows shall be clean at the time of milking. Abnormal milk shall not be included in the milk supply.

(d) Milkers' hands shall be clean, washed in warm water and soap and dried with a clean towel immediately before milking and following any interruption in the milking operation. Wet-hand milking is prohibited.

(e) Milkers and milk handlers shall wear clean outer garments while milking or handling milk, milk products, containers, utensils or equipment.

(f) Milk stools shall be kept clean.

(g) No milk shall be strained or poured in the dairy barn.

DISPOSING OF DAIRY CATTLE

223. Cows and Herd Bulls. Prior authority must be obtained from the Indian Office for the disposal of any dairy cows or bulls. The following information about each animal to be disposed of must accompany the request for authority:

1. Sex
2. Name and number
3. Age
4. Last annual production record
(from last year's herd book)
5. Current production record
(from September 1 to date)

6. Reasons for recommending disposal
7. Recommended method of disposal
(slaughter, sale, etc.)

224. Culling Herd. A special study should be made of the daily capacity and the feed consumption of each animal, in order that cows which do not produce enough milk to pay for their food, may be eliminated.

225. Diseased or Injured Animals. Any animal having met with an accident which will result in death or permanent injury, or which is suffering from an incurable disease, may be slaughtered without authority from the Indian Office.

226. Unprofitable Animals. The male calves, and the cows which have reached an age when they are no longer profitable for milking purposes, may be used for beef. Animals to be used for such purposes, should be run in a separate herd. Calves from low-producing cows, and heifers that fail to develop may be slaughtered for veal or beef or sold under regulations governing the sale of Federally-owned property, without authority from the Indian Office.

227. Heifer Calves from high-producing cows should be retained for the Indian Service.

TRANSFER OR DISPOSAL OF LIVESTOCK

228. Disposal of Other Livestock. Stock such as horses, mules, hogs and sheep, goats and poultry, may be disposed of without prior authority except when the animals are pure-bred or registered. Old, sick or infirm animals not fit for a day's work shall not be sold, but humanely destroyed, and a proper report shall be made of such disposition.

229. Not for Barbecues. Animals from school herds and flocks shall not be slaughtered for barbecues or other gatherings of adult Indians.

230. Animals Purchased from Gratuity Funds. When animals purchased from gratuity funds are sold, receipts from the sale must be deposited to the credit of the fund from which the animals were purchased. Hence when advisable such animals may be transferred without reimbursement. Payment for offspring of animals purchased from gratuity funds may be made in accordance with the schedule under Section 231.

All sales of animals purchased from gratuity funds shall be reported to the Education Division annually to enable the Office to comply with the requirements of the Procurement Division of the Treasury Department.

231. Animals Raised at Schools or purchased from Indian Moneys, Proceeds of Labor, School, or from Tribal Funds. The following schedule of prices may be used in approving transfers of dairy cattle between Indian Service dairies:

Heifer calves up to approximately one year.....	\$10
Heifers from one to two years.....	25
Cows (including heifers about to freshen).....	40
Bulls of required breeding and well developed.....	50

In the case of the transfer of animals originally purchased from Indian Moneys, Proceeds of Labor, School, and Tribal funds, the school or tribe shall be reimbursed for its property and the proceeds of the sale credited to the appropriate school or tribal fund.

232. Testing and Payment of Fees. The jurisdiction from which dairy cattle are transferred shall arrange and pay for tests for tuberculosis and Bang's disease before transfers are consummated. In the event of interstate transfers, all additional health requirements of the state into which the cattle are transferred shall be complied with.

The fees in connection with transfers of registration papers or in registration of eligible animals shall be borne by the jurisdiction which receives the animals.

233. Correspondence Regarding Transfer or Disposal. Letters originating in the field involving the transfer or disposal of dairy cattle and other livestock should be addressed to the Indian Office, for the attention of the Education Division.

Requests for transfer and disposal of dairy cattle and other livestock must include statements justifying the action desired.

Transfers of livestock will be accomplished in accordance with existing property regulations.

234. Sales of Dairy and Other Farm Products. Milk, other dairy products, vegetables and meats produced at Indian school, hospital and sanatorium farms and dairies are for use in feeding the Indian children attending the schools, and Indian patients in hospitals and sanatoria. Products from these sources may not be sold until these needs have

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been met, except in unusual or emergency situations. This regulation applies also to the Government's share of agricultural or dairy products produced under share-crop permittee agreements.

235. Use of Indian Moneys, Proceeds of Labor. Indian moneys, derived from any school activity should be devoted so far as required to the maintenance and upkeep of the department where earned. Only balances representing gains for the department are ordinarily regarded as available for general school purposes, after the needs of the department have been cared for.

For methods of taking up Indian Moneys, Proceeds of Labor, see existing Accounting Regulations.

236. Student Acquisition of Tools, Livestock and Crops. It is important that vocational students shall be given practical experience in their vocations and the business transactions related thereto. It is also important that students shall have an opportunity to acquire some essentials which will give them a start toward becoming self-supporting on their land when they leave school. Otherwise, there is often a period of idleness and discouragement and the possibility that much of the training previously given the student will be lost. To carry out this program, school crops, livestock, livestock products, and poultry, or a kit of tools may be earned by any individual boy or girl or group of students engaged in vocational training, or 4-H or similar club work: (1) as compensation for labor performed, which shall be related to the value of the animal or property issued, in addition to the usual requirement of labor in the general maintenance of the school or its agricultural or vocational program; (2) by fulfilling the terms of a written repayment agreement under which the school receives the equivalent in breeding stock as payment for the original issue; title to such livestock and poultry shall rest with the Government and it shall be properly marked or branded with the IDS brand or tatoo, until reimbursement has been made in full; (3) by fulfilling the terms of a cash rental, share-cash, share-crop or other common and satisfactory written rental agreement.

(a) Written agreements in accordance with (2) and (3) above should so far as possible contain a provision whereby students will save a certain proportion of their net cash returns for investment in tools, equipment, livestock, etc.

(b) The above procedures may be applied separately.

or in combination in connection with agreements between the school and any individual student or group of students, including White students enrolled under the provisions of the acts cited in Sections 77 and 78.

(c) Where it is desired to issue livestock or articles produced in school industrial departments as prizes for excellence in 4-H club, agricultural or other vocational work, such stock or articles may be issued without payment, as a reward of merit, upon receipt of prior approval from the Education Division of the Indian Office, and this section may be cited as authority for so doing.

(d) It is understood that any livestock used under this section for issue to students was produced at the school or is surplus to the needs of the school and that tools, etc., issued under this section are those which have been purchased or made for use of students during instruction and issued at completion of the course. Purchases of livestock or tools to be issued in accordance with this section or section 237 should when practicable be made from "Indian Moneys, Proceeds of Labor, School". So far as practicable students should make their kits of tools in their vocational classes.

237. Livestock for Lower Grades. With a view to encouraging an appreciation of ownership of individual or group property, in addition to livestock covered by Section 236, suitable small livestock and poultry may be issued to elementary, intermediate or pre-vocational children for instructional purposes. Ownership of such small livestock and poultry shall be vested in the children, and they shall be permitted to dispose of the increase under supervision.

238. Student Associations. In general, proceeds of sale of any productions by pupils incident to instructional activities are for deposit under the Miscellaneous Revenue Act of May 17, 1926 (44 Stat. 560). When, however, associations of students are formed for the purpose of encouraging pupils and giving them actual experience in production and in handling money, the officers of the association will handle the proceeds of sale for the benefit of the pupils in accordance with the provisions of paragraph 113 of the Revised Bookkeeping and Accounting Regulations. Accounts of all receipts and disbursements must be maintained and these accounts must be kept on file at the agency, subject to audit by special agents or other authorized travelling officials. One or more responsible regular employees shall act as

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sponsor for the association. The sponsor shall see that the purposes of the association are fulfilled and that receipts and expenditures are properly handled. It will be proper for the officers of such an association to turn over from time to time for deposit to the credit of the United States under the Act mentioned above, a sufficient amount from the proceeds of sale to cover the actual cost of materials furnished by the Government. Such sums will be deposited for credit to the fund "Indian Moneys, Proceeds of Labor, School," stating the school where produced.

When the above procedure is not plainly understood, necessary additional information may be secured from the Indian Office.

(a) Small or inexpensive objects produced by individual students in vocational departments may, when advisable, be issued to the student without cash payment. When desirable the student may be required to do some work in payment on his free time.

TRANSFER OF PROPERTY

239. For Methods of Transferring Property see existing property regulations.

SAFETY PRACTICES

240. A First Aid Cabinet for emergency use should be kept in every building of general use at every school and those in charge of it should be familiar with simple techniques in the treatment of minor injuries and the rendering of first aid.

241. Shop Safety Committees duplicating the best procedures in industry are recommended for each shop group.

242. Production Type Machinery. Machines not used primarily for instruction should, wherever possible, be installed in separate compartments and kept out of the instructional shops.

243. Adequate Guards and Protective Devices shall be provided for all machinery. The administrative officer of the school is responsible for seeing that safety devices are properly installed and maintained in use. All belts and other moving parts must be protected.

244. Safeguards to be in Place. No machinery may be operated by adults or students unless the required safe-

guards are in place. Employees are prohibited from removing safeguards from machinery except for making necessary repairs. The guards must then be replaced immediately.

245. Instructors and Employees Responsible. Shop instructors and all other employees shall be responsible for the promotion of safety practices in the use of all tools and machinery. This means that they themselves must make continuous use of safety devices and at all times demonstrate to students their serious belief in the importance of these precautions.

246. Protective Clothing. Goggles and other protective clothing shall be furnished by the school and no instructor, employee, or student shall be permitted to operate lathes, emery wheels, and similar equipment unless properly garbed.

247. Operation of Machinery by Students. No student shall be allowed to operate laundry machinery, boiler room equipment, and power machinery of other types involved in work details unless he shall have been thoroughly instructed in the safe use of the equipment, taught the use of the guards provided, and may be depended upon habitually to observe these safeguards. This applies also to operation of circular and revolving bread cutters.

248. Students Denied Access to Machinery. Students under 16 years of age shall not be allowed to work with or around power machinery. Students not on duty in departments equipped with power machinery, or enrolled as students in vocational courses, shall be denied access to such departments. The instructor in each department is responsible for operation of machinery in his department. Instructors should make frequent inspection to see that guards have not been tampered with.

249. Dangerous Work in connection with power machinery shall be performed by the employee in charge of the department or other employees under his supervision; no student shall be assigned to dangerous occupations, except as a part of his instruction and under direct observation of a responsible adult familiar with the work.

250. Covers on Ironers shall not be changed while the machine is in operation, and care shall be taken that while the cover sheeting is being replaced, no hands are near the rollers while they are moving. Two persons shall always be employed for this work, and only the more mature students

needing this vocational instruction shall be allowed to participate.

251. Extractor Covers. Extractors shall not be used which do not have covers which cannot be raised while the machine is in use. No new extractor shall be purchased which does not meet this requirement. If possible a cover shall be made for old extractors which are now in use, to conform to these requirements. Existing machinery not so equipped shall be replaced at the earliest possible moment, and while continued in operation shall be handled only by trained employees.

FIRE HAZARDS

252. Fire Regulations. Since many Indian schools are operated in buildings seriously subject to fire hazards, it is incumbent upon every employee at all times to exercise care in dealing with fire and observe state laws and state fire regulations in the handling of inflammable materials such as gasoline.

253. Night Watch. Every night at regular intervals a watchman or some person or persons detailed to that duty shall "make the rounds" at boarding schools, visiting every portion of the school buildings and premises to guard against fire and prevent intrusion of unauthorized persons.

254. Fire Apparatus. Every school must be provided with adequate means to extinguish fire and instructions shall be given to all pupils at regular intervals with regard to its use.

255. Chemical Extinguishers must be placed in all buildings in such accessible and prominent locations, and in such numbers that an extinguisher may be quickly obtainable. Employees and older pupils must be instructed in the use of extinguishers. If chemical extinguishers are not available in any building, as a temporary measure an adequate number of pails filled with water may be substituted. These pails shall be emptied and refilled with fresh water at least twice a week and be kept ready for immediate use until chemical extinguishers have been put in place and their use demonstrated.

Chemical extinguishers shall be refilled once a year and shall carry a tag indicating the date when last refilled with the signature of the person who refilled them.

256. Types of Extinguishers. The soda-acid type of extinguisher is to be used where fires may originate in materials such as wood, paper, textiles, animal and vegetable fibers, coal, starch, sugar, cereals, and asphalts; also such materials as photographic, X-ray, and motion-picture film and pyroxylin products generally.

(a) The carbon-tetrachloride type of extinguishers is to be available where there is danger of fires in mineral, vegetable, and animal oils, including gasoline, kerosene, lubricating oil and grease, and oils in paints, varnishes, and lacquers.

(b) The carbon-tetrachloride and carbon dioxide types of extinguishers are adapted to fires in electrical equipment where a non-conductor of electricity must be used before the equipment is disconnected from the source of energy supply. This includes fires in insulation of motors, generators, switchboards and electrical wiring generally.

(c) The United States Department of Commerce, National Bureau of Standards, issues a "Manual of Fire-loss Prevention of the Federal Fire Council", National Bureau of Standards Handbook, No. 19. This pamphlet is for sale by the Superintendent of Documents, Washington, D. C., for 20 cents. It is recommended that every institution in the service secure one of these pamphlets and see that it is used for information of employees and children.

257. Kitchens. A woolen blanket shall be kept in a convenient place in school kitchens for use in smothering flames in clothing. Each kitchen shall be equipped with fire extinguishers of the soda-acid type. A bucket of sand is recommended for convenience in putting out fire in burning grease or oil.

258. Fire Companies of Employees and Older Pupils and local Indians shall be organized, properly officered, and given frequent drills.

Members of the fire department must be familiar with the location and use of fire extinguishers, fire hoses, hydrants and other equipment.

259. Fire Alarm Signal. There shall be a distinctive fire alarm signal to be used only in case of fire or fire drill. All new pupils and employees shall be immediately acquainted with this signal.

260. Fire Drills in which pupils and employees shall be accustomed at a moment's notice to take their places and



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pass out of the buildings in an orderly and quiet manner must be held at least once a month during the school year at irregular times known only to the officer who gives the alarm. At boarding schools there shall be fire drills at night as well as by day. It shall be the duty of all employees, including the official in charge of the school, to turn out at all fire drills.

261. Town Fire Department. Schools located within reach of organized fire departments must establish such an understanding with the organization as will enable them to request the services of the fire department at a moment's notice. The school superintendent or principal is to consult and procure a distinct understanding regarding the matter with the city or town authorities.

262. Fire Escapes or other Safe Means of Exit shall be provided in all buildings which are two or more stories in height, or which for any reason may become dangerous at time of fire or panic and in which pupils or employees are housed at any hour of the day or night. Fire escapes shall be kept in proper repair.

263. Exits. An adequate number of fireproof stairways may be substituted for fire escapes in new building construction.

264. Sleeping Quarters and Buildings with Classrooms on floors above the ground shall have at least two separate exits located at opposite ends of the buildings wherever possible. These should be unlocked at all times when the children are using the building or arranged with automatic panic locks which can be opened without any delay by pressure from the inside.

265. Doors Open Outward. All doors in such buildings shall open outward and may not be so locked as to prevent ready exit.

266. Fire Axes are to be placed in dormitories inside the doors leading from the building. They are not to be removed except in cases of emergency.

267. Electric Alarms. Doors and windows opening on to fire escapes shall under no circumstances be nailed or padlocked shut. When necessary, electric alarms installed in accordance with instructions issued by the Indian Office should be provided on such doors, windows and fire escapes.
(INDIAN EDUCATION Issue No. 32.)

268. No Waste, Mops, Brooms, Rags, Old Clothing, waste paper or other waste material containing oily or other combustible substances are ever to be placed in closets or dark and unventilated corners. Mops, brooms, floor rags, and the like must be kept out of doors where they will be exposed to light and air. Waste material must be put into metal receptacles until destroyed. Responsibility in this matter rests with the person in charge of the building, subject to the general oversight by the school superintendent or principal. Closets under stairs must never be used as a storage for combustible materials, and as rapidly as is consistent with needs, should be abandoned and the space walled off.

269. Employees Using Gasoline or Kerosene shall acquaint themselves with safety procedures in the use and storage of these substances and comply fully with these requirements and with the requirements of the State Code. Responsibility in this matter rests with the administrative officer of the school.

270. Gasoline may not be Used for Starting Fires by either students or employees, and students shall be taught safe methods of starting fires.

(a) Gasoline is not to be used in dormitories for cleaning purposes. Students shall be taught the use of non-inflammable fluids for cleaning garments satisfactorily and safely.

(b) Gasoline shall not be stored in buildings in which students or employees sleep.

(c) Gasoline used for instructional purposes in shops and craft rooms must be in a small quantity and in containers with automatic valves which will prevent the escape of fumes. Care should be observed to keep these containers away from window sills, out of direct sunlight and away from stoves or fires of other kinds.

(d) Gasoline deteriorates, and therefore, should not be stored for periods in excess of six months in general containers or in the gasoline tanks of vehicles operated only at intervals. Tanks, therefore, should be drained twice yearly and refilled, the withdrawn gasoline being used in vehicles which are in constant use. (See Indian Education, Issue No. 43). It should, therefore, be apparent that delivery of gas and oil should not be accepted in unduly large quantities at any one time.

271. Smoking in Dormitories is prohibited except in designated rooms.

VEHICLES

272. School Vehicles shall be operated with the utmost regard for safety. The following shall apply:

273. School Buses and their Drivers shall conform to the laws, regulations, and requirements of the states wherein the buses are operated, in all states having applicable regulations.

274. Licensed Drivers. In states where state licenses are issued, only licensed drivers shall operate government automotive equipment. On all reservations an Indian Service driver's license issued upon examination and by authority of the superintendent also will be required. The vision test for applicants shall follow the standards issued by the National Safety Council. Official drivers' badges will be issued by the Indian Office to licensed drivers. No Indian Service bus carrying pupils may be operated by a minor student.

275. Substitutes. Before placing a bus in charge of a substitute, permission must be secured from the principal or school superintendent. The substitute driver shall comply with all these regulations.

276. Responsibility of Bus Driver. The bus driver has much greater responsibility than simply the physical task of guiding his vehicle. Responsibility is placed on him for the personal behavior of the students in his bus while in transit, and it is therefore, essential that this fact be borne in mind in the selection and retention of employees for this position.

277. No one shall Ride in the Driver's Seat except the driver.

278. Pupils. Drivers must not allow pupils to thrust their heads or arms out of open windows.

279. Talking to Driver. Except in an emergency, passengers shall not talk to the bus driver.

280. Passengers shall not Stand where they interfere with the vision of the driver.

(a) Passengers shall not ride outside the bus.

281. Equipment of Buses. All buses shall carry fire extinguishers.

(a) All buses shall be equipped with first-aid kit and the driver instructed in first-aid.

282. Buses shall be Inspected for all safety equipment, including brakes and lights (this is now required in 19 states), tires and mirrors. The inspection shall be at least once each week and with old buses daily. Motor vehicle inspection report on a form provided for the purpose shall be filed in the local office. All motor vehicles shall be inspected and placed in first-class condition at least monthly.

283. Buses must be given Mechanical Examination at every 1,000 miles. They must carry on the windshield a notice stating the date of last examination and the condition of the bus at that time.

284. Buses shall be Cleaned Thoroughly each Day when in use and exposed surfaces scrubbed with soap and water at least once a week.

285. Buses not to be Misused. Buses shall not be used for transportation of heavy material which may result in damage to the bus. The upholstery shall be renewed as necessary and minor repairs shall be made promptly to prolong the life of the bus as a presentable and comfortable means for transporting children. Broken windows must be repaired immediately and before the bus starts another trip.

286. Trailers. When pupils are being transported, the bus shall not haul a trailer or other vehicle which obscures the driver's rear view or increases the traffic hazard.

287. All Bus Doors must be kept Closed while the bus is in motion, and opened only by the driver after the bus has come to a complete stop, and the driver has assured himself that traffic is responding to control.

288. Bus Load. The bus shall never carry a load exceeding that which is prescribed by the manufacturer.

289. Old Buses. If any old buses are in use which do not conform to the best modern safety requirements, schools must take whatever steps are possible to safeguard the children until such time as these buses can be replaced.

290. Gas Tanks shall not be Filled while pupils are in the bus.

291. Entering School Grounds. The greatest care shall be taken when a bus enters the school grounds to receive or discharge passengers. At the close of school buses should be in position prior to pupils' dismissal and may not be placed in motion until all children are in the buses and the grounds clear of children. No buses may back up on the school grounds, except before dismissal of school and unless there

is an adult on foot to see that the road is clear.

292. Intersections. School buses must come to a full stop at all railroad crossings and dangerous intersections and only proceed when the right of way is clear.

293. Speed. Buses must be operated at a safe speed at all times. The speed shall be such that the bus shall be always under the control of the driver, and may be brought to a full stop whenever required by traffic or any other contingencies. Buses shall not be stopped near the crest of a hill or on a curve nor pass other vehicles at dangerous places.

294. Left-hand Turn. Drivers must make a full stop and give warning before making a left-hand turn.

295. Drivers must not Leave Motor Vehicles without first stopping the motor and setting the emergency brakes or leaving bus in gear.

296. More than One Bus. When one bus is following another they shall keep at least 300 feet apart.

297. Bus Stops. Buses shall pick up or discharge passengers at extreme right of road, off traveled highways, or at designated stops or shelters for that purpose. The driver shall display a red flag or a stop signal at his left before opening the bus door to discharge passengers, and until the bus resumes motion.

298. Drivers shall Signal to vehicles coming up from the rear before stopping or turning.

299. Automotive Equipment Approaching School Buses halted to discharge passengers shall come to a complete stop and shall proceed with caution only when it is evident that children are off the road. Wide publicity shall be given this requirement.

300. Traffic Patrol. In heavily traveled areas two or three older students traveling on the school bus may be constituted a traffic patrol, equipped with stop flags and trained to control traffic and assist younger children in crossing the highways while the bus is halted.

(a) The organization of school and bus patrols is recommended wherever conditions warrant such help.

301. Pupils Crossing Highway. Where it is necessary for pupils to cross a highway in order to board a bus or after leaving a bus, pupils should await signal from the driver or traffic patrol before crossing the highway. It shall be the responsibility of the driver to ascertain that the highway is clear before signaling the pupils to cross.

302. Auxiliary Exit. All buses shall be provided with an auxiliary exit to be used only in case of emergency, which shall be tested at frequent intervals to determine that it operates easily. Nothing shall be placed where it will obstruct free use of the emergency door.

303. Winter Equipment. During the winter season no school bus shall be taken out without chains, shovel, blankets, adequate gasoline, a heater, and cocoa mats to furnish traction when necessary under the rear wheels, and any other equipment which may be a safeguard if stalled in bad weather.

304. Limited Use. School buses shall be used only for the transportation of school children or patients attending clinics organized by the Health Division and their escorts unless special permission for other use shall have been obtained from the Indian Office.

305. Safety Education. Each Indian Service school served by school buses shall provide regular instruction at repeated intervals with regard to safety precautions to be observed in entering and leaving buses, and in walking along or crossing highways.

(a) Bus drivers shall be responsible for instructing the children in safety education and reminding them of precautions to be observed.

(b) Principals in boarding schools and classroom teachers in day schools shall instruct the bus drivers in their duties, and at frequent intervals give the children instruction which will supplement that given by the bus drivers.

(c) Pupils should be imbued with a sense of pride in safe transportation service involving their particular routes. Punctuality should be emphasized. Through an honest effort at cooperation between driver and pupils much can be done to eliminate long periods of waiting.

306. In Case of Accident the bus driver shall make a complete written report in accordance with the Indian Service requirements in connection with reporting accidents. The report shall describe the accident, injuries to persons, damage done and causes of the accident, giving names of persons involved, witnesses, and, if possible, furnishing photographs and sketches indicating locations, distances, and other important information.

307. Insurance. Government appropriations are not applicable for payment of insurance for drivers of school

buses. An employee of the Government may be held personally liable for damages caused by him. Government employees are, therefore, advised to take out insurance at their own expense to cover such liability. Group insurance can be secured at rates considerably below the usual premiums for single policy insurance. Superintendents in their discretion may require drivers of government vehicles to take out insurance to protect the government against accidents caused by them.

Copies of these rules governing bus transportation shall be conspicuously posted in vehicles and around garages and shall be supplied to all bus drivers.

ALASKA

308. Manual Applies to Alaska. In general requirements for Indian schools in the States are applicable to Alaska. However, due to different conditions or special factors, which do not obtain in the States, the following is added for the Alaska schools. (See also Section 50.)

309. Health. In isolated communities, where there are no representatives of the Indian Health Service, the teachers will be required to visit the sick natives in their homes, dispense simple remedies for coughs, colds, and minor ailments, render first aid, give instruction in hygiene and sanitation, advise Indian mothers in the care of infants and small children, report promptly to the nearest Indian Service nurse, physician, hospital, or the Juneau Office cases of emergency or serious illness which require treatment by a physician or hospitalization; and take such emergency action as may be required, pending the arrival of health officials, to enforce quarantine of epidemic diseases such as diphtheria, scarlet fever, etc.

(a) At all stations where no Indian Service nurse is stationed, schools are provided with medicines to be dispensed by the teacher and with instructions regarding their use.

310. Indian Reorganization and Credit. Wherever natives of Alaska desire information relating to reservations, self-government, credit, etc. under the Indian Reorganization Act, it shall be the duty of the teacher to secure all information possible and make it available to the Natives under his jurisdiction; to call community meetings for that purpose, and

to educate the Natives in the purpose of the Act and the way it functions. He shall aid in the drafting of constitutions, charters, by-laws, and applications for credit, and he shall assist in every way possible in securing and furnishing to the proper authorities all necessary information required in organizing the community, securing reservations of land and other necessary purposes. He shall also aid in every way possible in the operation of any industries that may be established under the credit features of the Indian Reorganization Act. In all of the foregoing the teacher shall be subject to the supervision of the field agent, the credit agent and the general superintendent.

311. Reindeer. The Act of September 1, 1937 (50 Stat. 900), sets forth the policy of the Federal Government that all reindeer in Alaska are to be Native-owned and that all White ownership would be terminated. This legislation was implemented by the Act of August 9, 1939, (53 Stat. 1315), which appropriated funds for the purchase of reindeer owned by Whites. Regulations governing disposition of this stock will be issued later.

312. Use of the Indian Service Ships, North Star and Boxer, is covered by regulations which will be furnished by the Indian Office on request.

JOHN COLLIER

Commissioner of Indian Affairs

E. K. BURLEW

First Assistant Secretary of the Interior

Approved: July 1, 1941.

HAROLD L. ICKES

Secretary of the Interior

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